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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**OFFICE OF PUBLIC INSTRUCTION PRESENTATION TO  
JOINT APPROPRIATIONS SUBCOMMITTEE ON EDUCATION**

**FEBRUARY 4 – FEBRUARY 6, 2013  
&  
FEBRUARY 11 – FEBRUARY 12, 2013**

**Room 472, State Capitol**

**MONDAY, FEBRUARY 4, 2013 8:30 AM – 12:00 Noon  
AGENCY BUDGET OVERVIEW**

	<u>Topic</u>	<u>Presenter</u>
I.	<b>2015 Biennium Goals</b>	Superintendent Denise Juneau

The OPI supports local schools' efforts to improve student learning and school administration through "universal supports" that benefit all schools and through increasingly intensive supports based on local and student needs.

OPI's 2015 Biennium Goals are:

- A. Improving student achievement through higher standards in English and math and 21<sup>st</sup> century classrooms – Common Core Standards
- B. Graduation Matters Montana: ensuring every student graduates prepared for college and the workforce
- C. Ensuring Montana schools have the resources they need to stay at the top of the nation

**Public Comment**

TUESDAY, FEBRUARY 5, 2013 8:30 AM – 12:00 Noon

**STATE LEVEL ACTIVITIES PROGRAM (06)**

	<u>Topic</u>	<u>Presenter</u>
II.	<b>Agency Discussion – 2015 Biennium</b>	
	A. Personal Services	Madalyn Quinlan
	B. Information Technology Systems	Madalyn Quinlan
III.	<b>Executive Budget - 2015 Biennium</b>	
	A. Present Law Adjustments	
	DP 607 – Montana Digital Academy	Dennis Parman
	DP 616 – National Board Certified Teachers (Rst/OTO)	Madalyn Quinlan
	DP 626 – Audiological Services (Rst)	Steve York
	B. New Proposals	
	DP627 – Striving Readers State Admin. (Rst/Bien/OTO)	Nancy Coopersmith
	C. Proprietary Fund Rates	
	Indirect Cost Pool Rate Adjustment	Julia Dilly
IV.	<b>Elected Official Requests – 2015 Biennium</b>	
	NP606 – Chapter 55 Amendments to School Accreditation Standards	Dennis Parman
	NP610 – School-Based Mental Health Program Coordinator	Deb Halliday
	NP621 – Disaster Recovery and Data System Maintenance	Jim Gietzen
	NP622 – Staffing for OPI Information Systems	Madalyn Quinlan

**Public Comment**

WEDNESDAY, FEBRUARY 6, 2013 8:30 AM – 12:00 Noon

**LOCAL EDUCATION ACTIVITIES PROGRAM (09)**

<u>Topic</u>	<u>Presenter</u>
<b>I. Elected Official Requests – 2015 Biennium</b>	
NP 2 - K-12 BASE Aid, Special Education, At-Risk Age 19	Superintendent Denise Juneau/ Frank Podobnik
NP904 – Implementing MT Common Core Standards – OTO	Jael Prezeau
NP905 – Chapter 55 Amendments to School Accreditation Professional Development and Stipends	Dennis Parman
NP914 – Secondary Vocational Education CTSO	Steve York
NP924 – Novice Traffic Education School Reimbursement	Steve York
<b>II. Executive Budget - 2015 Biennium</b>	
<b>A. Present Law Adjustments</b>	
DP 901 - K-12 Base Aid – Annualization	Madalyn Quinlan
DP 902 –K-12 BASE Aid Inflationary Increase	Madalyn Quinlan
DP 912 – Special Education	Madalyn Quinlan
DP 915 – SB372 Block Grant Reimbursement	Julia Dilly/Nancy Hall
DP 917 – School District Audit Filing Fees	Julia Dilly
DP 918 - Pupil Transportation	Julia Dilly
DP 919 – State Tuition Payments	Julia Dilly
DP 920 – Countywide School Transportation Block Grants	Julia Dilly
DP 932 – Federal Grant Award Adjustment Program 09	Julia Dilly
DP 933 – Biennial Appropriations – Program 09	Julia Dilly
DP 950 - Guarantee Account	Jim Standaert
<b>B. New Proposals</b>	
DP 928 – Striving Readers Comp Literacy	Nancy Coopersmith

**Closing Remarks** Superintendent Denise Juneau

**Public Comment**

MONDAY, FEBRUARY 11-12, 2013 8:30 AM-12:00 Noon

**STATE LEVEL ACTIVITIES PROGRAM (06) AND  
LOCAL EDUCATION ACTIVITIES PROGRAM (09)**

**I. State Education Activities Program 06 - Executive Action**

**II. Local Education Activities Program 09 – Executive Action**

School Size and Enrollment

School Size	# of Schools	Percent of Schools	Enrollment	2011-12	Percent of Enrollment
>500	53	6%	44,995		32%
250 to 499	156	19%	55,334		39%
100 to 249	161	19%	26,037		18%
50 to 99	120	15%	8,506		6%
<50	336	41%	7,475		5%
	826	100%	142,347		100%

Poverty Indicators

Poverty Indicators	M T	National	Rank
Age 5-17 in Families in Poverty*	18.40%	18.20%	30th
Percent Eligible for Free/Reduced Lunch**	40.00%	48.00%	17th
*US Census Bureau 2009			
** Common Core of Data, 2009-10 School Year			

Public School Districts

	2011-12
K-12 districts	54
Combined elementary (joint board)	102
Combined high school (joint board)	102
Single districts (152 el, 4 hs)	156
State-funded districts	2
Nonoperating and annexed districts	3
Total School Districts	419

School Data

	2011-12
Elementary Schools	441
Middle, 7&8	214
High Schools	171
Total Schools	826

Nonpublic School Enrollment

(Self-Reported)	2009-10	2010-11	2011-12	% of Total Enrollment
Private	7,645	7,627	7,347	4.8%
Home school	4,079	4,269	4,260	2.8%
Total	11,724	11,896	11,607	7.6%

About the Big Sky State

- Population: 988,188 (2011 Estimate)
- Size: 147,046 square miles (fourth largest state)
- Population density: 6.7 per square mile (2010 Census)
- State racial makeup: White 89.4%, American Indian 6.3%, Hispanic 2.9 %, Asian 0.8%, Black 0.4%, Pacific Islander 0.1% and Other 0.1% (2010 Census)
- Seven Indian Reservations and 12 Tribal Nations including one landless tribe, the Little Shell Chippewa
- School racial makeup: White 80.9%, American Indian 11.6%, Hispanic 3.7 %, Asian 0.8%, Black 1.0%, Pacific Islander 0.2% and more than one race 1.7%
- 570 miles long, 315 miles wide
- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers – Missouri and Columbia
- Primary industries: agriculture, services, government (including education) and retail trade

For more information about Montana, contact:

- [www.discoveringmontana.com](http://www.discoveringmontana.com)
- Travel Montana 1-800-847-4868
- <http://ceic.commerce.mt.gov>
- The Census & Economic Information Center (406) 841-2740

For more school data:

- [www.opi.mt.gov/measurement](http://www.opi.mt.gov/measurement) • <http://GEMS.opi.mt.gov>
- [www.opi.mt.gov/reportcard](http://www.opi.mt.gov/reportcard)

It is an honor and a privilege to be Montana's Superintendent of Public Instruction and to serve as an advocate for our state's education system. The Office of Public Instruction is here to assist Montana's schools and the education community to guarantee that all Montana's students receive a quality education. I know there is no more important aspect of a quality education than a good teacher in the classroom. A good education brings better jobs, more opportunities, and builds stronger communities. An informed public makes informed decisions and good data supports good decisions. That is why I am pleased to share with you facts about Montana education. Learn more about K-12 education in Montana at our Web site – [www.opi.mt.gov](http://www.opi.mt.gov).

*Denise Juneau*

Denise Juneau, State Superintendent

The Office of Public Instruction is committed to equal employment opportunity and nondiscriminatory access to all our programs and services, and will take necessary and appropriate steps to ensure that the workplace and OPI programs and services are free of discrimination and sexual harassment. For information or to file a complaint, contact OPI Title IX/EEC Coordinator at (406) 444-3161 or [opi personnel@mt.gov](mailto:opi personnel@mt.gov). 1,000 copies of this public document were published at an estimated cost of \$.74 per copy, for a total cost of \$740.00, which includes \$740.00 for printing and \$.00 for distribution.

Facts About Montana Education

Montana Public School Enrollment

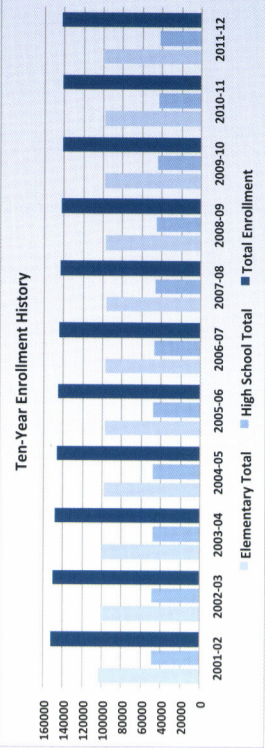
	2010 -11	2011 -12	% Change 2011 to 2012
Elementary			
Prekindergarten	1,349	1,468	
Kindergarten	11,113	11,696	
Grades 1-6	64,556	64,923	
Grades 7-8	21,450	21,610	
Total Elementary	98,468	99,697	1.3%
High School			
Grades 9-12	43,109	42,538	
Total High School	43,109	42,538	-1.3%
State-Funded Schools*			
Elementary (Pre K-8)	23	26	
High School (9-12)	93	86	
Total State-Funded Schools	116	112	-3.4%
Total Public School Enrollment	141,693	142,347	0.5%

\* The state-funded schools are Pine Hills School, Riverside School, and the Montana School for the Deaf and Blind. Data numbers could differ slightly due to differences in definitions.

Montana Public School Enrollment

Montana enrollment peaked in the 1995-96 school year. Since then, enrollment has decreased by more than 20,000 students. The enrollment decrease is due to the decrease in Montana live births. After declining for seven years, kindergarten enrollment began increasing again in 2003-04 and has increased by 1,550 students from 2003-04 to 2011-12. High school enrollment is continuing to show a steady decline (-1.3%).

For the first time since the 1995-96 school year Montana showed an increase in enrollment. Elementary grades (Pk-8) are showing an increase in enrollment (1.3%).



Montana Office of Public Instruction  
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# High School Graduates 2011

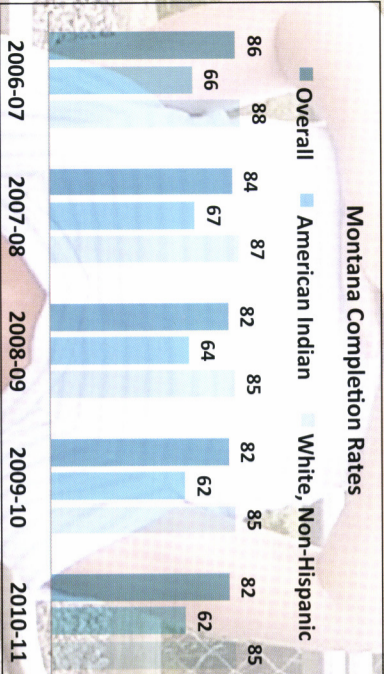
High School Graduates 2011  
GED\* recipients (ages 16 to 19)  
General Educational Development

9,704  
1,253

# Montana Completion Rates

## 2006-07 to 2010-11

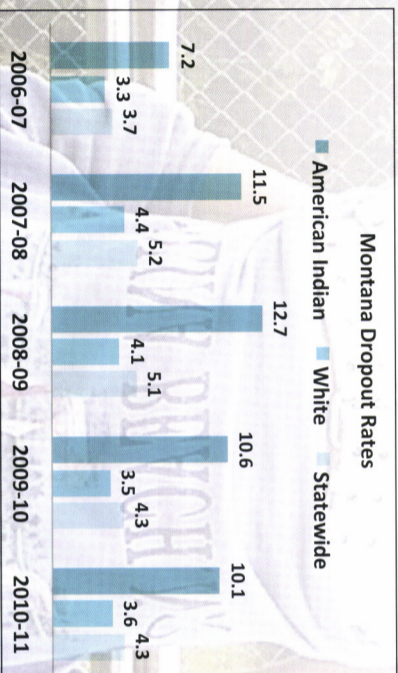
Overall, high school completion rates have been relatively stable over the past five years. The gap between American Indian students and all students combined was 20 percentage points in 2010-11. The gap between white students and American Indian students was 23 percentage points in 2010-11.



# Dropout Rates for Grades 9-12

## 2006-07 to 2010-11

Third year student level data from schools and increased quality control measures result in more accurate data. Data collected for subsequent years will provide needed trends. The 2008-09 data should be considered baseline.



# Licensed K-12 Staff (Full-Time Equivalent)

2011 -12

Teachers- Classroom, Title I, Special Ed. 10,265  
Superintendents and Assistant Superintendents 150  
Principals and Assistant Principals 502  
Other Administrative Staff 91  
Education Specialists (Library, Guidance Counselors) 933  
Licensed Professional (Noneducator) 358

Total Licensed Staff FTE 12,299  
Paraprofessionals 2,261

Total Licensed and Paraprofessional Staff 14,560

# Student/Teacher Ratio

2008-09 2009-10 2010-11

Montana average 13.6 13.5 13.8  
National average 15.3 15.4 15.7

Data from Common Core of Data, U.S. Department of Education

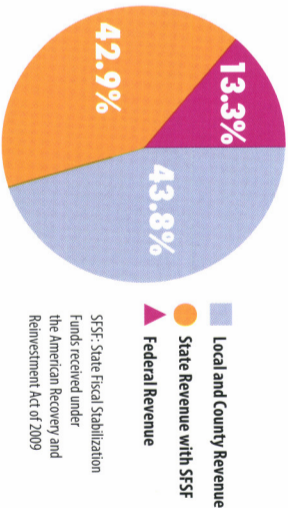
# Assessment/ Test Scores

Test Scores	2010		2011		2012	
	MT	Natl	MT	Natl	MT	Natl
ACT**	22.0	21.0	22.1	21.1	22.0	21.1
SAT*						
verbal	539	498	539	497	536	496
math	542	511	537	514	536	514
writing	518	488	516	489	511	488

\*\* American College Testing Program-- High Score 36. In 2012 60 percent of Montana graduating seniors took the ACT. Nationally 52 percent of graduating seniors took the ACT.

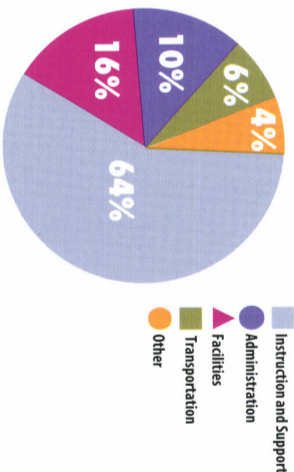
\*Scholastic Aptitude Test-- High Score 800. In 2012 28 percent of Montana graduating seniors took the SAT. Nationally 50 percent of graduating seniors took the SAT.

# Montana Public School Districts Statewide Revenues 2010-11

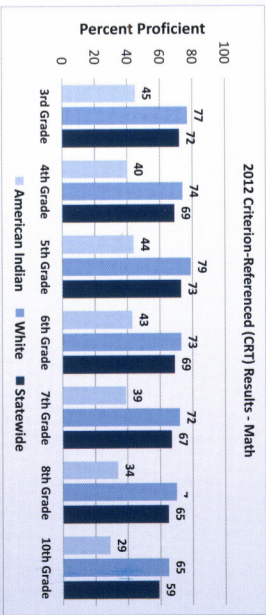


SFSE: State Fiscal Stabilization Funds received under the American Recovery and Reinvestment Act of 2009

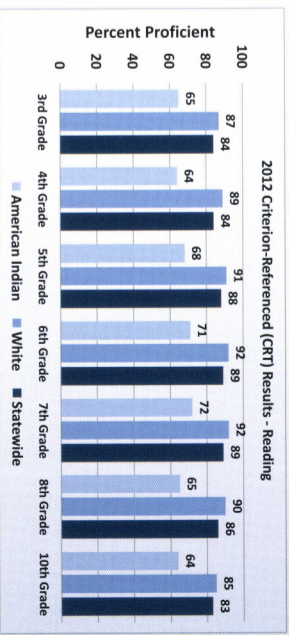
# Montana Public School Districts Statewide Expenditures 2010-11



# 2012 Criterion-Referenced (CRT) Results Math & Reading

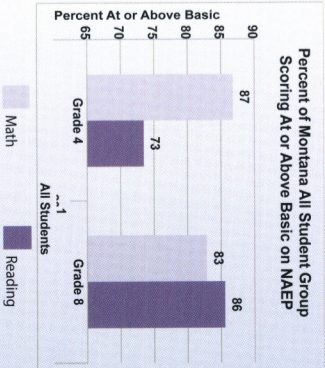


In Spring 2012, Montana students took the CRT test in the 3rd through 8th and 10th grades measuring progress toward state standards in reading and math. The achievement gap between American Indian students and all students is quite substantial in both reading and math in every tested grade. In math it is never closer than 26 points (6th grade) and in reading it is never closer than 17 points (7th grade).



# 2011 National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), referred to as the Nation's Report Card, is a measure of student achievement in the United States. This chart shows the percent of the "All Students" category in Montana who scored at or above basic. A basic achievement level in NAEP means that students have partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.



Data obtained from the NAEP Data Explorer (NDE): <http://nces.ed.gov/nationsreportcard/naepdata/report.aspx>

*Facts*  
*About*  
*Montana*  
*Education*



*Superintendent Denise Juneau believes we need to set an expectation that every Montana student will graduate from high school. In order for our young people to compete in the 21st Century global economy, a high school diploma is key. Nearly 2,000 Montana students drop out of school each year. We can do better.*

## What is Graduation Matters Montana?

Superintendent Juneau launched a statewide effort in the spring of 2010 to ensure Montana's public schools graduate more students prepared for college and careers.

### Local Graduation Matters Initiatives

Superintendent Juneau supports the implementation of locally-designed Graduation Matters initiatives that engage schools, communities, businesses and families in a focused effort to increase the number of students who graduate prepared for college and careers.

Twenty-six communities have joined Graduation Matters, including all AA schools, smaller, more rural schools, and schools on or near our state's Indian Reservations. Sixty five percent of high school students attend Graduation Matters schools, and nearly 4,000 students have taken the pledge to graduate.

In March of 2012, the Office of Public Instruction received a three-year grant from the Dennis and Phyllis Washington Foundation for \$450,000 to allow more communities to work to lower their dropout rates. Communities that applied for the challenge fund received up to \$10,000 to implement successful dropout prevention strategies. The twenty two communities that received the challenge fund have set high goals, and if these communities are successful in reaching their goals, Graduation Matters will be able to cut the statewide dropout rate in half by 2014.

### Student-Centered Policies

Oftentimes, adults plan and discuss educational policy, but rarely talk to the people who will be most directly affected by those plans and discussions: the students. To include student ideas and voices in state-level policies, Superintendent Juneau created the Superintendent's Student Advisory Board.

Twice each year, forty students gather to discuss ways to improve educational opportunities for all students, raise the graduation rate and encourage more students to pursue education and training after graduation. The Student Advisory Board consistently reports that they seek relevant coursework and real-world experiences, clear and consistent rules, a positive school climate and meaningful relationships at their schools. There have now been four Student Advisory Board Summits. To see reports from each Summit, visit our website: [graduationmatters.mt.gov](http://graduationmatters.mt.gov).



### Objectives of Graduation Matters Montana:

1. Increase the rate of Montana students graduating from high school college- and career-ready.
2. Establish a support network between schools, businesses and community organizations for student success.
3. Create school-based and community-based opportunities for student success.

## Policy Changes

Superintendent Juneau proposed covering the cost of the **ACT for every high school junior** in the Office of Public Instruction's budget at the 2011 Legislature. Funding to cover the cost of the ACT for every junior has been secured through a seven-year grant under the Commissioner of Higher Education's GEAR UP program. This partnership between OPI and OCHE will provide a complete picture of how well our K-12 public education system is preparing all students for life after high school and provide every Montana junior the opportunity to assess their college-readiness.

Superintendent Juneau recommended adoption of the **Common Core State Standards in English Language Arts and Math** to the Board of Public Education (BPE), and the BPE adopted these standards in November of 2011. The Montana Common Core Standards are higher and clearer than current state standards and will prepare our students for college and to compete in today's global economy. She also convened a task force to review Montana's **accreditation** standards to make them more performance-based and to provide school districts needed flexibility to focus on results.

During the 2011 Legislative Session, Superintendent Juneau championed bills to raise the **legal drop out age** from "age 16" to "age 18 or upon graduation" and to establish common definitions and procedures for **anti-bullying policies** for all school districts. Superintendent Juneau will continue to support legislation and administrative policies that set high expectations for students and create safe school climates.

## Relevant Coursework and Career Preparation

In Montana, all high school students take at least one career and technical education course, and over half take three or more. Discussions with students make it clear they desire classes that relate to real-world experiences, career preparation and include hands-on learning. Superintendent Juneau supports the expansion of **Big Sky Pathways**, a partnership with the Montana University System that links students to career coursework paths so they earn college credits and explore careers while they are in high school.

Workforce projections by the U.S. Department of Labor show that by 2018, nine of the 10 fastest-growing occupations that require at least a bachelor's degree will also require significant scientific or mathematical training. Superintendent Juneau is convening education stakeholders and business partners to create a pipeline for students to be prepared for careers in **Science, Technology, Engineering and Math** through OPI's statewide STEM initiative.



## Business and Community Partnerships

Montana employers want an educated and innovative workforce, and schools understand they need to develop new strategies to achieve the goal of preparing educated, work-ready graduates. Superintendent Juneau and local Graduation Matters initiatives are working with statewide and local business partners to engage business and community leaders who are committed to helping students graduate prepared for college and careers and to ensuring Montana communities thrive in an increasingly competitive global marketplace. To assist in these efforts, the OPI has developed a business and school partnership toolkit which can be found on the Graduation Matters website.

## I Pledge to Graduate Campaign

Research shows that students are more likely to reach a goal if they identify their own motivations when committing to meet it. Superintendent Juneau, in partnership with local school districts and the Student Advisory Board, launched an "I Pledge to Graduate" initiative in the 2011-2012 school year and more than 4,000 students took the pledge.

Students pledge to a significant adult that they will graduate and identify specific reasons why graduation is important to them. This high-profile campaign focuses statewide attention on Graduation Matters Montana, engages community and business partners, involves social networking and highlights student voices and ideas.

**For more information on Graduation Matters Montana** email [graduationmatters@mt.gov](mailto:graduationmatters@mt.gov) or call 406-444-5643.



## Local School Performance

## OPI Support to Local Schools



### Basic Montana Public School Facts:

In 2012, 75% of Montana schools made Adequate Yearly Progress (AYP)

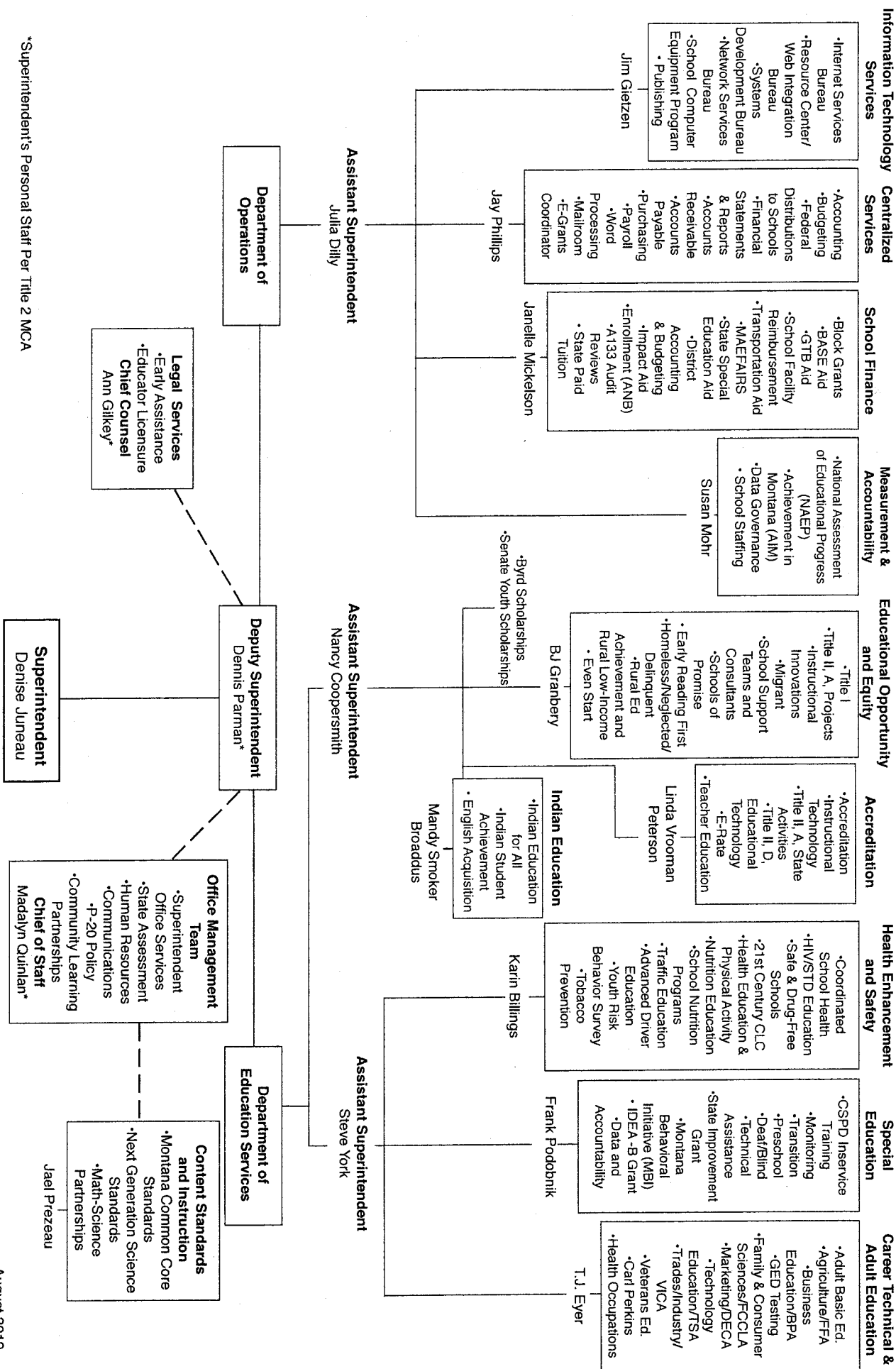
In 2012, 66% of Montana schools met State Accreditation Standards

Montana students consistently score in the top 10 states in the country in reading, math and science



# MONTANA OFFICE OF PUBLIC INSTRUCTION ORGANIZATIONAL CHART

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Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

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## HB2 FTE BY DEPARTMENT / DIVISION AND FUND SOURCE FOR FY2013

DEPARTMENT / DIVISION	Total FTE	General Fund	State Special	Federal Funds
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### SUPERINTENDENT'S DEPARTMENT

SUPERINTENDENT'S OFFICE	11.75	8.50		3.25
CONTENT STANDARDS & INSTRUCTION	7.00	4.50		2.50
LEGAL	4.00	2.45		1.55
EDUCATOR LICENSURE	3.00	3.00		-

### DEPARTMENT OF EDUCATION SERVICES

EDUCATION SERVICES	4.00	1.70		2.30
ACCREDITATION	8.00	5.10		2.90
EDUCATIONAL OPPORTUNITY AND EQUITY	22.10	-		22.10
HEALTH ENHANCEMENT AND SAFETY	16.90	-	2.40	14.50
SPECIAL EDUCATION	22.00	0.06		21.94
INDIAN EDUCATION	7.50	6.57		0.94
CAREER TECHNICAL & ADULT EDUCATION	14.00	3.55		10.45

### DEPARTMENT OF OPERATIONS

CENTRALIZED SERVICES	1.96	0.17		1.79
MEASUREMENT & ACCOUNTABILITY	14.00	7.00		7.00
INFORMATION TECHNOLOGY SERVICES	16.90	10.90		6.00
SCHOOL FINANCE	10.50	10.50		-

### Grand Total

**163.61      64.00      2.40      97.21**

Proprietary FTE (HB576) Indirect Cost Pool - 22.15 FTE Advanced Drivers Education - 1.68 FTE Total - 23.83 FTE



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## Montana Digital Academy Highlights

### Timeline

- **July 2009** – Montana Legislature approves \$2M funding to start Montana Digital Academy
- **January and February 2010** - Governing Board Selects Director and Curriculum Director
- **June 2010** – Pilot of first teacher-led courses
- **September 2010** – MTDA opens for student enrollment with 45 courses
- **February 2011** – Credit recovery (MTDA Connect) program launched
- **April 2011** – Montana Legislature approves the 2011-2013 funding: \$2.3 M
- **September 2011** – Full program launched (Original Credit, Credit Recovery, Middle School World Language Pilot)
- **March 2012** – MTDA reaches 10,000 enrollment mark and teacher force reaches 100 Montana teachers
- **November 2012** – Enrollment tops 15,000 since 2010 opening

### Enrollment Breakdown by Program for the 2011-2012 School Year

Original Credit	Advanced Placement	Credit Recovery	Middle School Language	Total
2,879	122	3,409	386	6,797
42%	2%	50%	6%	100%

### Participation

**97% of Montana Public High Schools** have participated in the MTDA (**163 out of 168**).

Usage of the MTDA by **Class Size** - AA: 34%, A: 19%, B: 16%, C: 16%

Rural students are accessing the MTDA for original credit courses at higher numbers, and urban students are accessing MTDA for credit recovery courses at higher numbers.

### MTDA Curriculum

#### Original Credit

- For students attempting classes for the first time, directed by an MTDA teacher, traditional academic calendar, Available 24/7 – Asynchronous delivery via Moodle, Montana licensed teachers, local monitoring strongly recommended

#### Credit Recovery (MTDA Connect)

- For students that have previously been unsuccessful, self-paced, competency-based learning, open entry/open exit, available 24/7, Montana licensed teacher as a coach, local support required

#### Multi Language Sampler Pilot – Middle School

- Pilot with 500 enrollments in 2012-13, exploratory language program, seven week experience, Spanish, French, German, Latin, and Mandarin Chinese, students sample language and culture to prepare for high school studies

*Prepared by the Office of Public Instruction, February 2013*

## Achievement Data FY 2011-12 (Summer 2011, Fall 2011, Spring 2012)

Program Type	Original Credit	Advanced Placement	Credit Recovery
Students Successfully Completing the Course	85%	94%	76%

## MTDA Budget/Cost Projections for Biennium

	2010-11 FINAL EXPEND	2011-12 FINAL EXPEND	Projected 2012-13 Budget	Projected 2013-14 Budget	Projected 2014-15 Budget
Final/Projected MTDA Program Costs	\$1,561,209	\$1,493,641	\$1,619,195	\$1,881,175	\$1,918,305
Total/Projected Enrollment	4,060	6,797	7,884	9,224	10,848
Cost Per Enrollment	384.53	219.75	205.38	203.94	176.83

## Annual Amount Paid to MTDA Teachers

All MTDA teachers are licensed in Montana.

Year	Amount
2010-11 (74 teachers)	\$620,280
2011-12 (85 teachers)	\$654,407
2012-13 (85 teachers)	\$775,159
3 Year Total	\$2,049,846

## Detailed Cost Per Enrollment Data

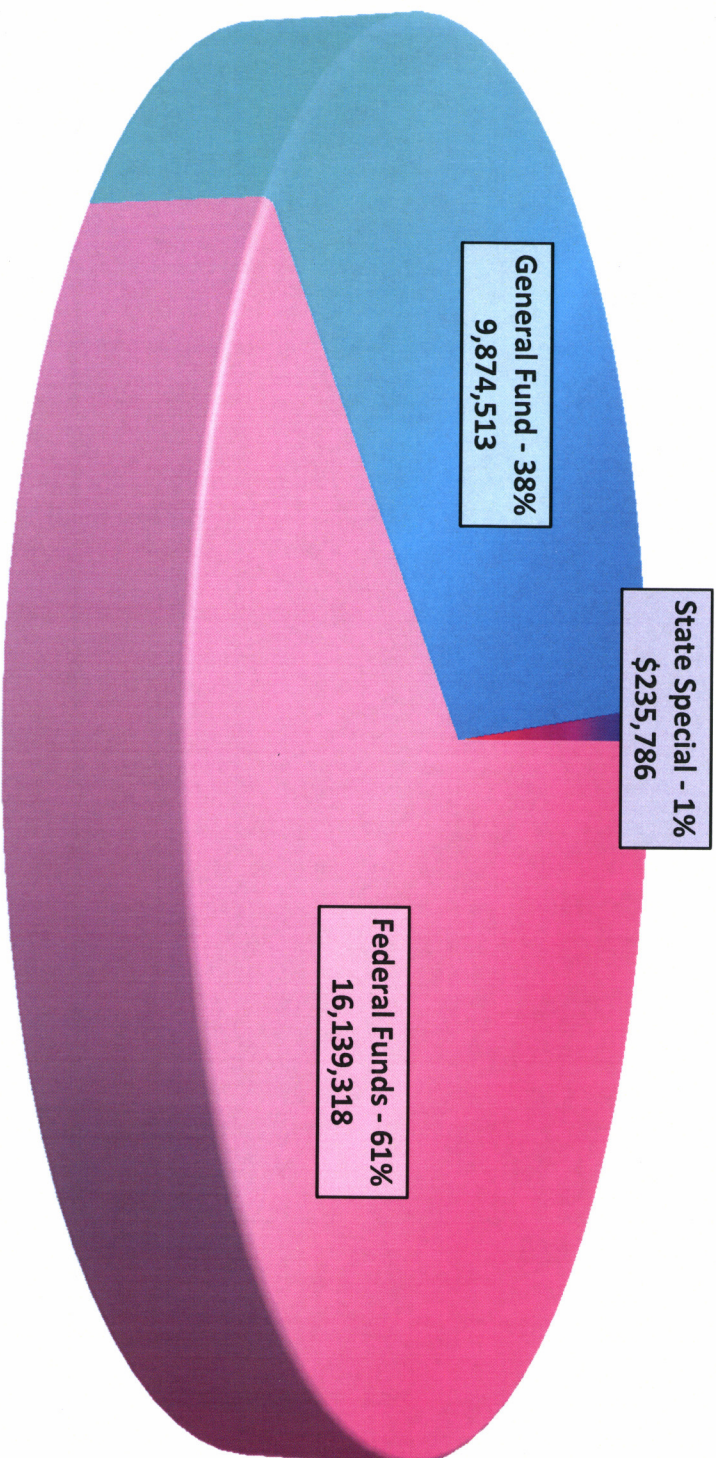
	2010-11 FINAL EXPEND		2011-12 FINAL EXPEND		Projected 2012-13 Budget		Projected 2013-14 Budget		Projected 2014-15 Budget	
Final/Projected MTDA Program Costs	\$1,561,209		\$1,493,641		\$1,619,195		\$1,881,175		\$1,918,305	
# of Enrollments	4,060		6,797		7,884		9,224		10,848	
Cost Per Enrollment	\$385		\$220		\$205		\$204		\$177	
Cost Per Enrollment Breakdown:										
Original Credit/Original Credit-AP	\$373	97%	\$176	80%	\$158	77%	\$157	75%	\$136	75%
Credit Recovery	\$12	3%	\$37	17%	\$39	19%	\$39	21%	\$34	21%
Middle School Language	N/A	N/A	\$7	3%	\$8	4%	\$8	4%	\$7	4%
	\$385	100%	\$220	100%	\$205	100%	\$204	100%	\$177	100%



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**FY 2012 Program 06 - State Level Activities  
Expenditures by Fund - \$26,249,617 HB2 only**

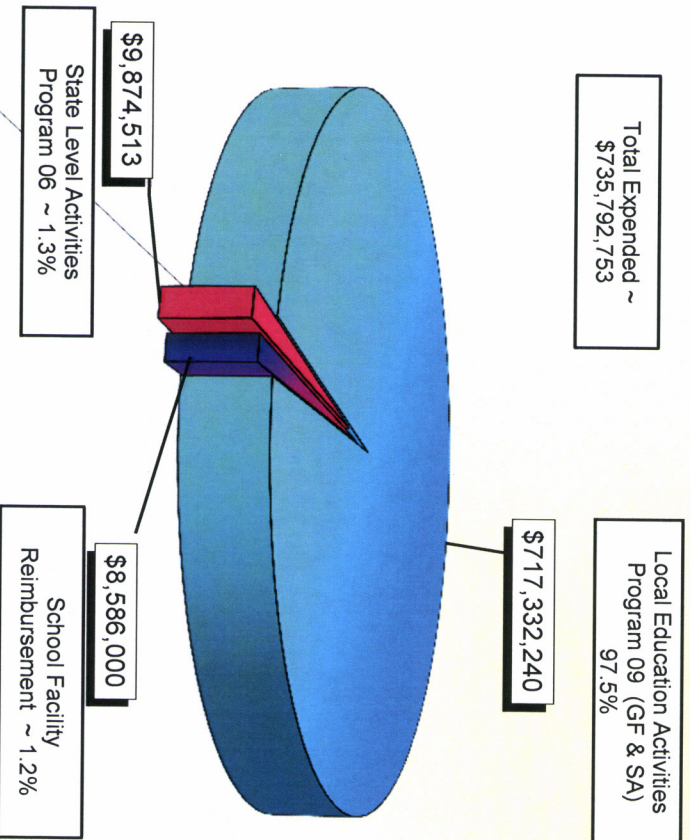




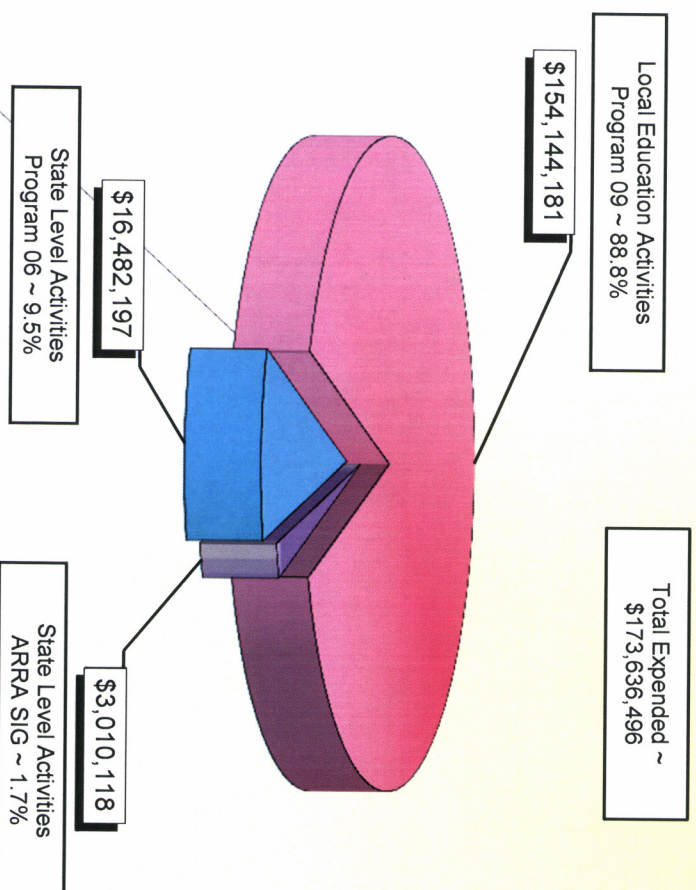
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**FY 2012 TOTAL  
 GENERAL FUND EXPENDITURES  
 INCLUDES STATUTORY APPROPRIATIONS  
 (GUARANTEE FUND & TIMBER) & School Facility**



**FY 2012 TOTAL  
 FEDERAL EXPENDITURES**





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Montana Office of Public Instruction  
Denise Juneau, Superintendent

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## **FACT SHEET LIST FOR GENERAL FUNDED PROGRAMS**

- Accreditation and Educator Preparation Division
- Adult Basic and Literacy Education Program
- Audiology: Hearing Conservation Program
- Career and Technical Education Division
- Content Standards and Instruction
- Educator Licensure Program
- General Educational Development (GED)
- Gifted and Talented State Grant Program
- Health Enhancement Division
- Indian Education Division
- Information Technology Division
- K-12 Education Data System
- Legal Services
- Office of State Superintendent
- School Finance Division
- School Nutrition Program
- Special Education Division
- Student Assessment
- Traffic Education Program



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Montana Office of Public Instruction  
Denise Juneau, Superintendent

## **Accreditation and Educator Preparation (AEP)**

The Accreditation and Educator Preparation Division (AEP) ensures that Montana's K-12 schools and postsecondary educator preparation programs meet the Board of Public Education (BPE) accreditation standards. The AEP establishes reporting and implementation policies and procedures for the 826 public schools and nine postsecondary educator preparation programs. The division provides local, regional and statewide technical assistance and professional development to K-20 teachers and administrators on aspects of accreditation, continuous education improvement, gifted and talented education, school counseling, and using student and school data to make informed decisions.

There are four directives within the AEP Division

1. Accountability – Guarantees quality education for all students through the review of K-12 school programs and course offerings as required by the standards of accreditation adopted by the BPE;
2. Data Collection, Analysis and Reporting – Collects, analyzes and reports data to ensure schools meet the minimum academic operational standards for elementary, middle, and high school programs;
3. Professional Learning/Technical Assistance - Provides individual, regional, and statewide technical assistance and professional development, classroom resources and continuous improvement strategies for use by local districts; and
4. Educator Preparation – Helps ensure that postsecondary education programs promote effective teaching, learning and leading knowledge and skills.

The Accreditation and Educator Preparation Division:

- Completes the accreditation review of 826 schools and 419 districts and compiles the Annual Accreditation Report for the Superintendent of Public Instruction and the Board of Public Education.
- Convenes and facilitates the review and revision of Chapter 55 Standards of Accreditation and Chapter 58 Professional Educator Preparation Program Standards. Provides recommendations of amendments to Superintendent of Public Instruction and the Board of Public Education (BPE).
- Examines and recommends approval to the Superintendent and BPE of school districts' innovative and flexible approaches to meeting or exceeding the Standards of Accreditation.
- Assists in the development of TEAMS (Terms of Employment, Accreditation and Master Schedule), the new data collection tool in compliance with SB329.
- Provides support to 826 schools for Continuous School Improvement Plans through online technical assistance and in-person trainings and offers support to schools and districts in Intensive Assistance.
- Develops and disseminates printed and online information on gifted and talented education, standards-based education, instructional technology, school counseling, continuous education improvement, and accreditation standards.
- Delivers professional development and technical assistance to Montana educators in the above areas through the five Regional Education Service Areas (RESAs).
- Conducts on-site accreditation reviews of and provides technical assistance to Montana's postsecondary educator preparation programs.
- Provides support and leadership promoting the growth of the K-20 Teaching, Learning, and Leading Collaborative that helps ensure all Montana students graduate college and career ready.
- Through the annual data collection and analysis, the AEP staff provides accreditation status and other data reports to the BPE, State Superintendent, K-12 School Districts, Montana Legislature and Postsecondary Education Institutions.



## **Adult Basic and Literacy Education (ABLE)**

Adult Basic and Literacy Education (ABLE) includes instruction in reading, writing, mathematics, science, social studies and English as a Second Language and other skills required for attaining employment, or entering postsecondary education. The ABLE program serves approximately 1,500 individuals between 16-18 years of age, 4,500 adults as well as 200 adults in the Montana State Prison system.

The ABLE program worked with Flathead Valley Community College to develop a contextualized learning model that integrates career training in the ABLE classroom and developed a data initiative titled: *Program Improvement and Student Transition – Helping Students Achieve*.

The Adult Basic and Literacy Education Program:

- Developed ABLE content standards to clearly define what an adult student needs to know and be able to do in order to pass the GED, enter employment or postsecondary training.
- Implemented GED Online for students who cannot attend class during scheduled hours or who live a long distance from service providers.
- Developed a performance-based funding model that aligns the components of a funding formula with state funding priorities.
- Worked with the Montana Department of Labor and the Office of the Commissioner of Higher Education to develop the PEP Talk Process, which is a common intake activity that assists each student/client in the development of a personal employment plan that can seamlessly transition between agencies.
- Managed and monitored program adherence to the requirements of the Adult Family and Literacy Act.
- Collected data on student attendance and pre/post test gains.
- Provided oversight on sub-grants for 18 programs and 36 satellite programs across Montana.

Sub grantees provide:

- Basic education skills development in literacy, math, etc., (skills to grade-level equivalency 12.9) with an average of 260,000 of classroom hours provided/year.
- GED preparation with approximately 900 adults obtaining their GED per year.
- Instruction on employment readiness by integrating lessons on use of technology, soft skills, resume writing, and specific requests by employers/students.
- English as a Second Language instruction to approximately 200 adults each year.
- College preparation, including application assistance and preparation for postsecondary entrance exams.
- Employment retention by providing instruction in skill areas requested by an employer or helping students prepare for employment advancements.



## **Audiology (Statewide Hearing Conservation)**

The purpose of the Statewide Hearing Conservation Program is to identify and provide services to children with hearing impairments. The Office of Public Instruction contracts with eight providers (five private providers, two university providers and one public school provider) for audiology services. These providers are located in Billings, Bozeman, Butte, Glasgow, Great Falls, Kalispell, Lewistown and Missoula.

Every school district in Montana has access to audiology services. Contractors provide the needed matching funds for the program's operation. The program is an excellent example of public and private partnership for the benefit of Montana's children. The Special Education Division administers the Hearing Conservation Program.

The Audiology Program:

- Screens approximately 63,000 children annually and refers nearly 1,700 children for follow-up medical evaluations when screening data indicate a hearing problem needing medical attention.
- Provides follow-up to hospital screenings of infants suspected of having a hearing impairment to determine the need for referral to DPHHS for infant and toddler services under the Individuals with Disabilities Education Act (special education).
- Ensures schools are aware of students who have been identified as having a hearing impairment so that necessary instructional supports can be provided for the students' successful education.
- Makes sure that public schools have ongoing access to qualified audiology providers even in the most rural and remote regions of the state.
- Provides about 50 comprehensive hearing evaluations annually for children suspected of having a hearing impairment.
- Works with schools and contractors to ensure services are provided in accordance with contracts and technical assistance requirements.



## **Career and Technical Education**

The Career and Technical Education (CTE) Division supports more than 460 approved school programs and approximately 672 certified teachers of agriculture, business, family and consumer sciences, health sciences, industrial, trades and technology, and marketing. Ninety-nine percent of Montana high schools (163) provide CTE programs to their students.

The Career and Technical Education Division:

- Assists schools with the curriculum development and implementation of Big Sky Pathways (an initiative helping high school students focus their academic and CTE course selections on their college and career goals).
- Plans and provides online tutorials, conference workshops, and other professional development opportunities for CTE teachers.
- Communicates with schools concerning state and federal CTE funding.
- Monitors federal Carl Perkins and state CTE programs and expenditures.
- Provides assistance to parents, educators, schools and communities related to CTE.
- Develops and updates Montana Program Standards and Guidelines for Career and Vocational/Technical Education.
- Creates partnerships between CTE programs, business and industry associations, and the public.
- Serves as State Advisor for CTE Student Organizations.

Montana Career and Technical Education Program Areas:

- Agriculture Education - 79 approved programs serve 4,367 students and have 82 FFA student chapters with 2,462 members.
- Business and Marketing Education - 152 approved programs serve 13,733 students and have 86 Business Professionals of America (BPA) chapters with 1,541 members and 11 DECA student chapters with 390 members.
- Family and Consumer Sciences Education - 108 approved programs serve 8,968 students and have 73 Family, Career and Community Leaders of America (FCCLA) student chapters with 1,180 members.
- Health Sciences Education - 16 approved programs serve 1,282 students and have 14 HOSA-Future Health Professionals (HOSA) student chapters with 189 members.
- Industrial, Trades and Technology Education – 109 approved programs serve 12,989 students and have 37 SkillsUSA student chapters with 391 members and 8 Technology Student Association (TSA) chapters with 104 members.



## **Content Standards and Instruction**

The purpose of the Content Standards and Instruction team is to ensure that all Montana children are prepared for college, career, and life-long learning.

The Content Standards and Instruction Division:

- Delivers technical assistance to PK-20 Montana educators on Montana Common Core Standards, literacy, technology, mathematics, communication arts, science, and integrating technology into the curriculum.
- Participates in the Achieve Next Generation Science Standards and Montana Science Leadership teams (70 K-20 science educators) to review the state-led standards writing process and provided information to Montana educators of this ongoing process.
- Provided technical assistance to 200 teachers using the Full-Time Kindergarten Model Curriculum Guide.
- Completed the Montana Comprehensive Literacy Plan, birth to grade 12.
- Provides information to Montana educators on the SMARTER Balanced Assessment Consortium progress. Surveyed all 419 Montana school districts on each district's technology readiness for online assessments.
- Works with stakeholder groups comprised of 70 state leaders to develop an action plan for the STEM Initiative (Science, Technology, Engineering, and Math).
- Directed the Math-Science Partnerships grant application process and will oversee the two awarded projects, which will each develop a statewide infrastructure for providing high-quality math and science professional development for Montana educators through the five regional service areas.



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Denise Juneau, Superintendent

## **Educator Licensure**

The Superintendent of Public Instruction issues all teacher, administrator and education specialist licenses in Montana as set forth in the policies of the Board of Public Education, Chapter 57 of the Administrative Rules of Montana. The Educator Licensure Program ensures educators meet all requirements for licensure in Montana. The OPI Legal Counsel administers the Educator Licensure Program.

The Educator Licensure Program:

- Maintains a database and document management system of over 24,500 licensed Montana educators to ensure current and accurate educator licensure information is available.
- Issues 1,000 or more new educator licenses each year.
- Renews over 1,800 licenses per year, nearly half of those through an online application process.
- Responds to over 17,000 inquiries per year.
- Provides information through the OPI Website on the current licensure status of all licensed Montana educators and keeps application forms and licensure information up-to-date and available.
- Works with the Board of Public Education and the Certification Standards and Practices Advisory Council on issues regarding licensure.
- Approves providers of professional development and individual activities for license renewal credit.
- Recommends revocation and suspension of licenses to the Board of Public Education for those licensees determined to have committed criminal and other actions of potential harm to children. Reports surrendered licenses to the Board of Public Education.



## **General Educational Development (GED)**

Montana's GED program has responsibility for policy implementation and administration of all GED testing center services. It approves and monitors state testing centers, provides training and technical assistance to test examiners and evaluation of field operations. The administration, supervision and integrity of the GED testing program are joint responsibilities of Montana OPI and the national GED Testing Service.

The GED Program annually:

- Processes more than 3,000 GED tests.
- Mails over 2,500 GED duplicate transcripts used by individuals for application to the military, postsecondary education and employment.
- Oversees 25 General Educational Development (GED) testing sites and 10 addendum sites across the state.
- Monitors all GED testing centers to ensure compliance with the American Council on Education regulations.
- Responds to approximately 1,000 inquiries via telephone and e-mail each year from parents, students, teachers, administrators and community-based organizations regarding GED attainment.

The GED Program:

- Implemented an electronic scoring system that provides student test scores within one to four hours for all sections of the test except the essay portion. The essay scoring may take one to three days. Previously, test takers waited three to six weeks for test score results.
- Developed an updated information system that allows each test center the ability to view a student's test history, modify demographic data and print unofficial transcripts. Previously, test centers had to contact the OPI for all student information.



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## **Gifted and Talented State Grants**

The Gifted and Talented State Grant (GTSG) Program administers state-funded grants to assist school districts in meeting the requirements under Administrative Rules of Montana 10.55.804 Gifted and Talented, and the Montana Code Annotated (MCA) 20-7-901 through 904.

The Gifted and Talented State Grant Program annually evaluates applications from school districts for Gifted and Talented grants, distributes funds, and monitors grant awardees. In FY 2011-2012, the program awarded a total of \$268,088 in grants to 64 Montana school systems. These funds support educational services for a portion of their 6,126 identified gifted and talented students. The GTSG recipients determine the specific grades their grant will serve and the gifted services they provide.

Examples of Gifted and Talented School Grants:

- Monforton School District in Gallatin County is a small district with a population of 251 students in grades K-8. The district's gifted and talented education grant for school year 2012-13 is \$2,047. The grant provides supplemental funding for services to 22 identified gifted and talented students. The district reviews student achievement data and changes the curriculum for identified students to ensure that they are continually learning new content.
- Great Falls Public Schools, one of Montana's largest school districts, has identified 744 gifted and talented students. The supplemental gifted education grant funding of \$11,095 supports services for 153 7<sup>th</sup> and 8<sup>th</sup> graders. The middle school identifies gifted and talented student's areas of ability and interest and provides curriculum extensions within the regular classroom, as well as specific workshops designed to target key academic and social areas.
- The Polson School District has identified 200 gifted and talented students. The \$2,047 grant targets the needs of approximately 50 gifted and talented students in grades 7-12 by providing advanced academic classes matched to their academic need.



## **Health Enhancement and Safety Division**

The OPI Health Enhancement and Safety Division supports coordinated school health and safety education programs to prevent major health problems and health-risk behaviors among youth and promote healthy lifestyles, families and communities.

### **School Nutrition**

The School Nutrition Program administers the school-based Child Nutrition Program on behalf of the U.S. Department of Agriculture (USDA). The OPI paid reimbursements to Montana schools of \$32,174,779 in federal funds for school meals served in FY 2012. Montana's state match requirement for participating in the National School Lunch Program was \$659,898 in FY 2012.

### **Health and Physical Education**

Provides staff development for teachers to acquire the skills they need for effectively delivering skills-based comprehensive health and physical education curricula intended to promote health and safety and prevent behaviors that place young people at risk. School Health Profiles assists in monitoring the current status of school health education and policy, as well as family and community involvement in school health programs.

### **Youth Risk Behavior Survey**

The Youth Risk Behavior Survey monitors the health-related behaviors of Montana youth in six categories: intentional and unintentional injury, tobacco use, drug and alcohol use, sexual behaviors, dietary imbalances and physical inactivity.

### **Tobacco Use Prevention and Education**

Provides technical assistance and training to expand and strengthen the capacity of local schools to prevent and reduce youth tobacco use in coordination with the Montana Tobacco Use Prevention Program.

### **Traffic Education**

The Traffic Education program manages the state novice driver education programs for 8,500 teens through the public school system and provides advanced driver training at the Montana D.R.I.V.E. facility in Lewistown for state agencies, businesses and the general public.

**21st Century Community Learning Centers**

The 21st Century Community Learning Centers provide after school programs for 15,000 students to support learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs) and community service opportunities, as well as music, arts, sports and cultural activities.



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## **Indian Education**

The Indian Education Division provides leadership, education, guidance and resources to school districts, students, parents and educational agencies and organizations in the state of Montana and serves two purposes. The first is to assure that the 18,922 American Indian students in Montana's public schools receive a quality and equitable education as provided for by Montana Code Annotated 20-9-330, which directed funds to school districts for the purpose of closing the achievement gap.

The second purpose is to assure that all students leave the public education system with an understanding of the rich history and contemporary issues of Montana's Indians in fulfillment of the state's Constitution.

The Indian Student Achievement Program:

- Analyzes American Indian student and school-level data to monitor and improve the learning of American Indian students in Montana.
- Monitors current educational research and best practices to assist schools in closing achievement gaps and designing and implementing school improvement efforts.
- Develops effective strategies to reduce Indian student dropout rates and increase completion rates.
- Identifies and conducts training for educators in developing and implementing exemplary Indian education best practices.
- Administers the Title III English Language Acquisition Program of No Child Left Behind, which provides funding for supplemental services to limited English proficient students, the majority of whom are American Indian students.

The Indian Education for All program:

- Provides high-quality professional development (on-site, state conferences, etc.), materials and support to schools for the implementation of "Indian Education for All" (MCA 20-1-501).
- Administers and supports sub-grant opportunities to schools and educators to enhance the implementation of Indian Education for All efforts at the local level.
- Partners and collaborates with educational organizations to assist in providing professional development, creating materials and resources, and the overall implementation of Indian Education for All.
- Provides staff support and resources for the Superintendent of Public Instruction and the Board of Public Education's Montana Advisory Council on Indian Education (MACIE).
- Distributes information on current American Indian education issues to the public.



## **Information Technology**

The Information Technology Division designs and operates the computer systems used by the OPI to conduct daily operations in order to accomplish the mission of the agency. The division funds the licenses and maintenance contracts for hardware and software maintained by the OPI.

Programs within the Information Technology Division:

### Network Services:

- The Network Services team installs, secures and operates the OPI's network and desktop computing environment, including the support of cell phones and more than 200 desktop and laptop computers. Hosts the OPI Website, the Board of Public Education's Website, the Montana NewsLink Website and the Legislature's Website including video streaming of the House and Senate Chambers and committee hearings.
- The Network Services team doubled the size of the existing server environment in order to house the new data warehouse and allow the OPI room for growth.

### Systems Development:

- Creates and supports more than 60 OPI- written computer applications used by the agency.
- Launched the new OPI data warehouse – Growth and Enhancement of Montana Students (GEMS). The GEMS Website was designed to be released incrementally. The initial GEMS site was released in March 2012 with subsequent releases in the fall of 2012. The final stage will occur in early 2013.
- Revised the educator licensure system.
- Developed a number of new applications, including the NCES Course Code Mapping tool, the Renewal Units Providers applications, Advanced Drivers Education, and Contract Tracking and transferred the remaining OPI applications on old technology to the web.

#### Internet Services:

- Maintains the OPI Website, which has more than three million visits a year. Maintains the electronic communication between the OPI, Montana's 419 school districts, 56 county superintendents, tribal educators and the Board of Public Education. Operates the "Jobs for Teachers" Website which notifies teachers and school administrators of job openings and provides for online teacher applications. Provides desktop publishing services for the cost-effective production of all OPI publications.

#### Resource Center:

- Operates the OPI Resource Center which provides research, answers reference and resource questions, and maintains the OPI research library.

#### School Computer Equipment Program:

- Operates the OPI School Computer Program which distributes more than 2,000 surplus state government computers and peripherals a year to 419 school districts.



## **K-12 Education Data Systems**

The K-12 Education Data Systems supports OPI's efforts to coordinate data collection and reporting related to K-12 education and student achievement. The major systems that are supported with state funding are the AIM (Achievement in Montana) statewide student information system, the development of a school staffing module, and OPI's electronic grants management system.

Programs within the K-12 Education Data Systems Division:

AIM, Statewide Student information System:

- Collects enrollment, demographic and program participation data from all school districts and accredited private schools to facilitate the statewide student assessment, accreditation processes and performance measurement.
- Uses the AIM system to register students for the statewide student assessment and report on student achievement and Adequate Yearly Progress under No Child Left Behind (NCLB).
- Develops training materials, including Montana specific AIM Quick Reference Guides and data collection tutorials for school personnel.
- Trains school staff on the use of the Montana Edition (local school district software) and the Special Education reporting tool.
- Trains OPI staff on OPI's Student Records Confidentiality Policy, which applies to all contractors, employees of OPI, and researchers requesting access to confidential, sensitive or restricted student information.
- Provides public reports and analysis on indicators of student success, including attendance, graduation and dropout reports.

#### School Staffing Information System:

- Links data related to educator training and professional qualifications with teaching assignments in schools.
- Designates critical educator shortage areas for providing educator loan repayment assistance.
- Collects salary and benefit information from school districts.
- Issues educator licenses and managing licensure information.

#### Electronic Grants Management System:

- Provides school districts with online tools to apply for 16 federal grant programs administered by OPI, making approximately \$123 million available to Montana schools per year.
- Facilitates OPI's online review and approval process for grant applications and notices of awards to 419 school districts and numerous other eligible community-based and non-profit applicants.
- Streamlines processes by allowing school districts to submit online cash requests and to access information about the status of project payments over multiple years.
- Facilitates OPI's monthly electronic grant payments to sub-recipients and ties payments to the status of grant allocations and appropriations on the state's accounting system (SABHRS).
- Facilitates collection of data about planned uses of federal grant funds, used in reporting to the federal government.



## **Legal Division**

The OPI Legal Counsel provides legal advice and services to the Superintendent of Public Instruction and all divisions and programs of the Office of Public Instruction. The Legal Division consists of the chief legal counsel, an attorney assigned to special education matters, and two legal support staff. The Chief Legal Counsel also supervises the Education Licensure Unit.

The Legal Division:

- Drafts and reviews OPI documents, policies and contracts for legal content and compliance.
- Ensures OPI compliance with state and federal statutes and rules.
- Ensures Montana educators are qualified to be licensed by providing background check review, and investigation of issues potentially affecting applicants' qualifications for licensure.
- Represents OPI before the Board of Public Education in approximately ten cases per year regarding educator licensure matters.
- Issues Superintendent of Public Instruction decisions on contested cases appealed from county superintendents and county transportation committees.
- Provides information on school law to parents, teachers and school officials fielding approximately 2,600 inquiries per year.
- Represents the Superintendent of Public Instruction in court proceedings.
- Assists with the adoption and amendment of administrative rules and state education laws.
- Provides technical assistance to parents, schools and advocacy organizations regarding the delivery of free, appropriate public education for special education students.

- Resolves special education-related legal questions and disputes through mediation and informal dispute resolution.
- Revises and produces *School Laws of Montana*, a post-legislative session compilation of Montana's statutory laws affecting our schools.



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Montana Office of Public Instruction  
Denise Juneau, Superintendent

## **Office of the State Superintendent**

The Office of the State Superintendent provides leadership for Montana's K-12 public education system that includes 826 public schools, 142,347 students, and 12,299 certified educators and licensed professionals and management of OPI employees to achieve the Superintendent's statutory duties.

It is the mission of the agency to provide vision, advocacy, support and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

The Superintendent of Public Instruction and her staff:

- Focus agency policy, planning and procedures to build a quality education system in Montana.
- Identify and promote key legislative initiatives targeted at achieving adequate school funding, recruiting and retaining quality educators, raising student achievement and supporting classroom instruction.
- Fulfill fiduciary responsibilities to the school children of Montana by maximizing revenue from school trust lands while balancing long-term value and benefits.
- Administer the federal Elementary and Secondary Education Act.
- Build partnerships to promote quality education with the Governor's Office, Higher Education, Legislature, education partners, Montana State Library, Workforce Investment Board, private businesses and state and national education coalitions.
- Communicate information about public education and current educational issues to parents, the public, schools, and businesses, state, local and tribal governments, the Legislature and the news media.
- Promote accountability by overseeing the annual statewide testing of Montana students and analyze and report results to the Board of Public Education, schools and the public.

- Promote the development of valid and reliable education information systems improving information exchange among schools, the OPI, policy makers and the public.
- Make recommendations to the Board of Public Education in the areas of academic standards, school safety, students with special needs, and educator qualifications. Support the Board with resources, services and research.
- Manage the human resource functions of the Office of Public Instruction.
- Recognize educator excellence by distributing stipends to teachers who achieve certification from the National Board of Professional Teaching Standards.



## **School Finance Division**

The School Finance Division distributes state funding to Montana's 419 school districts, establishes school accounting and budgeting policies, trains and assists school and county staff with all facets of school finance, and collects and reports data. This division also oversees and funds pupil transportation.

With nine program staff and one computer programmer, this OPI division is cost efficient, operating the entire school funding distribution system with overhead costs of less than 1/10 of 1 percent of the total state payments to schools.

Programs within the School Finance Division:

State Payments to Schools, Special Education Cooperatives and Counties:

- Distributes over \$735 million (close to 40 percent of the Montana State General Fund Budget) to Montana's 419 school districts under 18 payment programs.

Pupil Transportation:

- Distributes over \$12 mMillion per fiscal year in state transportation payments to districts for over 2,000 school bus routes traveling over 17 million miles each year, and transporting more than 78,000 K-12 students.
- Ensures Montana's 1,300 district-owned school buses, and over 1,600 contractor-owned school buses, are inspected yearly, and that the 2,300 bus drivers are certified and trained according to Montana's School Bus Standards.

Accounting Policies:

- Sets Montana's school accounting policies in accordance with national accounting standards and best practices.

Data Collection and Reporting:

- Maintains the MAEFAIRS computer system to collect school district budgets, annual revenue and expenditure reports, and other financial data used by practically all OPI divisions, other state and federal agencies, and the Montana Legislature.

#### Technical Assistance and Training:

- Provides technical assistance and trains school district business managers, superintendents, county officials, board members, and auditors on all topics related to school finance.
- Provides online resources for schools and the public on our OPI web page. Answers thousands of calls to provide information to school personnel, parents and other taxpayers every year.

#### Audit Monitoring:

- Annually reviews approximately 375 school district and special education cooperative audits and helps these entities take corrective action on audit findings.

#### Impact Aid Liaison:

- Serves as the liaison to the Federal Impact Aid Program, which provides more than \$40 million each year to over 100 Montana school districts. Montana receives no federal administrative funding for this federally required state liaison function (0.20 FTE).



## **School Nutrition Program**

The School Nutrition Program administers the school-based Child Nutrition Program on behalf of the U.S. Department of Agriculture (USDA). The OPI paid reimbursements to Montana schools of \$32,174,779 in federal funds for school meals served in FY 2012.

Montana's state match requirement for participating in the National School Lunch Program was \$659,898 in FY 2012. The OPI uses the state match appropriation to pay the costs of storing and shipping USDA Foods for schools that participate in the National School Lunch Program.

The OPI School Nutrition Program includes the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Summer Food Service Program, Food Distribution Program, Fresh Fruit and Vegetable Program, Team Nutrition Program and Cooperative Purchase Program. These programs are in place to ensure that schools provide nutritious meals and promote healthy lifestyles to Montana's kids.

The School Nutrition Program:

- Provides nutritionally balanced, low-cost or free meals in 826 schools in Montana (82,520 lunches and 26,488 breakfasts each day). More than half of the lunch meals and more than two-thirds of the breakfast meals are served to children free or at a reduced-price, based on their family's household income.
- Makes federal reimbursement payments to school districts for meals served and collects and compiles data for federal reporting.
- Reviews school districts for compliance with federal regulations and conducts trainings/provides technical assistance so school personnel are informed of program requirements.
- Administers the USDA Food Distribution Program that delivers a variety of healthful USDA Foods accounting for 15 to 20 percent of food used by the school food service programs and helps schools create meals consistent with the Dietary Guidelines for Americans and the My Plate food guidance system.

- Administers the Cooperative Purchase Program allowing small schools to take advantage of substantial cost savings on food items.
- Increases access to and participation in programs by making it easier for children to enroll in free school meals through direct certification, expanding the School Breakfast Program, and providing food when school is out through the Summer Food Service Program.
- Supports student wellness and childhood obesity reduction efforts through nutrient-rich school meals, increasing access to fresh fruits and vegetables, expanding farm-to-school programs, and ensuring that food safety procedures are followed.



## **Special Education**

The Division of Special Education is responsible for ensuring that the 16,000 plus students with disabilities, ages 3 through 18, are provided a free appropriate public education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and state laws. Montana's special education programs have received national recognition for excellence.

The Special Education Division:

- Allocates over \$43 million in state special education funds to districts and special education cooperatives for support of special education and related services to more than 16,000 students with disabilities.
- Provides general supervision over the requirements of the Individuals with Disabilities Education Act (IDEA). This involves monitoring school districts for compliance with the requirements for individual students, ensuring districts meet all of the fiscal requirements, and reporting all required data to the Department of Education.
- Distributes over \$200,000 per biennium to schools to assist in meeting the education obligations to students with significant needs – funds that are remaining in the allocation for educational services in the residential treatment facilities noted in the next bullet. Access to these funds is not based on disability, but needs that are beyond a district's capability to meet appropriately without additional support.
- Oversees contracts with Shodair Children's Hospital, Acadia Residential Treatment Center, Intermountain Children's Home and Yellowstone Boys and Girls Ranch for the purpose of providing education services to Montana children and youth who are in residence at each of the facilities. The biennial allocation is \$830,000.
- Assists schools with understanding their responsibilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act as they relate to providing access to school services for students with physical and mental impairments. The OPI does not have monitoring responsibilities for these services.



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Denise Juneau, Superintendent

## Student Assessment Program

The OPI Student Assessment Program oversees the development, implementation, and analysis of all student-testing information under MontCAS, Montana's Comprehensive Assessment System. Test results are reported to the Board of Public Education and made available to the public.

The program:

- Manages the development, administration, and reporting of the federally required annual testing of Montana students in grades 3-8 and 10 in reading and math and grades 4, 8, and 10 in science.
- Administers the English Language Proficiency test for students with limited English proficiency as required by No Child Left Behind.
- Analyzes and reports the results of additional student tests, including the National Assessment of Educational Progress (NAEP) and the ACT and SAT tests for college-bound juniors and seniors. In 2013, the ACT Plus Writing test will be free of charge to all juniors in public high schools.
- Collects and analyzes student test results by grade level, school, and demographic measures, including gender, race, ethnicity, disabilities, and socio-economic status.
- Reports test results to the Board of Public Education, the U.S. Department of Education, and the public, the news media and posts test results on the OPI Website for each of the 826 public schools.
- Conducts workshops for test administrators on the required procedures to ensure accurate and comparable test results and sponsors an annual conference on best practices and trends for balanced assessments.
- Coordinates MontCAS Presents, a program of online classes for educators on assessment practices.
- Serves as a governing state in the SMARTER BALANCED Assessment Consortium. The consortium is comprised of 25 states and is developing online assessments for the Common Core Standards.



## **Traffic Education**

The Traffic Education Program administers teen driver education through state-approved programs at Montana's public school districts. The Traffic Education unit assisted 126 districts providing driver education to approximately 8,400 teens and distributed \$875,000 in FY 2012 from a percentage of driver's license fees.

The Traffic Education Program also operates one-day advanced driver training workshops at the Montana DRIVE facility in Lewistown every summer for school and transit bus drivers, fire fighters, ambulance drivers, state employees, teen drivers, business people, and the general public.

The Traffic Education Program:

- Sets program, curriculum, and teacher preparation standards to assure quality and accountability of Montana's young driver education and to increase teen driver safety. The program also provides technical assistance to program managers and professional development opportunities for teachers.
- Partners with the Motor Vehicle Division (MVD) of the Montana Department of Justice to oversee the Cooperative Driver Testing Program (MCA 61-5-110), which allows trained teachers to administer driver's license tests and issue Traffic Education Learner Licenses. When public schools meet all applicable state standards, the OPI reimburses a portion of the expenses incurred by public schools that provide driver education. Funding for this reimbursement comes from a percentage of driver's license fees collected by the MVD.
- Manages the Web-based Traffic Education Data and Reporting System (TEDRS) to simplify and increase accurate reporting for schools offering driver's education. More than 75 schools are participating in the new online submission of required student list forms. The MVD Driver Examiners can view and print the student lists entered into TEDRS.
- Reviews and monitors programs through audits and periodic site visits to evaluate Montana's driver education. Developed an updated quality assurance process to ensure teens are getting the best possible driver education.

- Updates curriculum resources as needed to ensure relevance and inclusion of current research and evidence-based data. In 2012, a parent meeting requirement was added to the Administrative Rules pertaining to Traffic Education Programs. To assist educators with this requirement, a new module was added to the curriculum to help parents fulfill the Graduated Driver License requirements to effectively supervise practice, coach, and restrict teen driving in high risk conditions.
- Partners with Western Transportation Institute and the Montana Department of Transportation to conduct research in order to better understand teen distracted driving issues, peer-to-peer influences, and the effectiveness of possible safety measures.
- Provides advanced driver training to approximately 500 drivers each summer through one-day workshops with Montana DRIVE (Driver in Vehicle Education) in Lewistown. This training develops behind-the-wheel skills to help drivers respond safely to driving risks. The program has nine professional instructors, a fleet of school buses and sedans, as well as a dump truck, an ambulance and a fire truck. Montana DRIVE is supported solely by user fees. Three days in July are devoted to teen drivers.
- Helps plan and participates in the annual conference of the Montana Traffic Education Association that brings together approximately 200 traffic education educators with national, state and local experts presenting the latest research, curriculum materials and approaches, and motor vehicle technology. Specific training and college credit are also available to teachers.



## Providing Quality Instruction to Improve Student Achievement Decision Package NP 904

Montana's adoption of the Common Core Standards (MCCS) in English and math is opportunity to ensure academic success for all Montana students and make them competitive for jobs in the global economy.

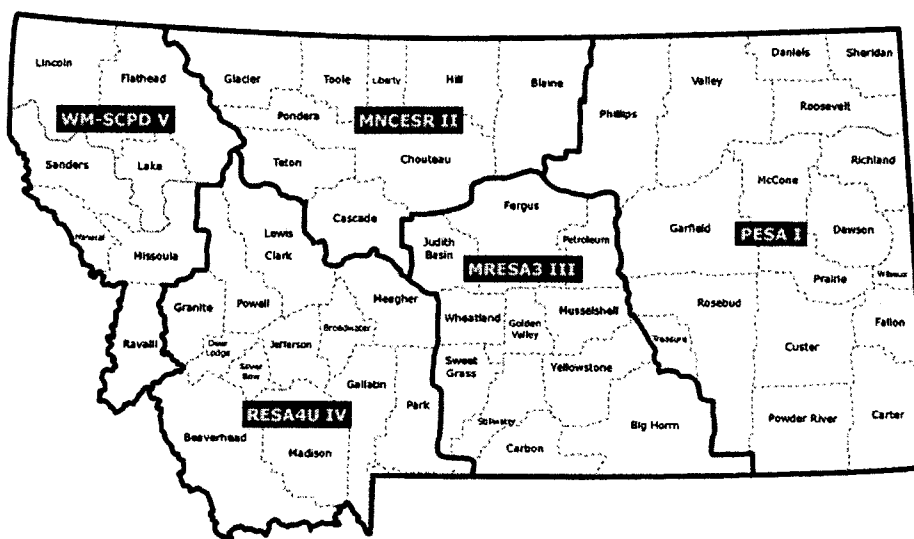
**Classroom instruction is by far the most important in-school factor in determining student success.** To ensure successful implementation of the MCCS, professional development for teachers is paramount. The success of our students in meeting the new, higher standards in English and math is directly tied to our ability to get teachers the training they need to bring the standards to life in the classroom.

### Proposal Description

OPI is seeking a one-time-only \$4 million investment in a two-year plan that will ensure a successful transition to the Montana Common Core Standards (MCCS) and Assessments in all Montana schools.

The OPI proposes to provide funding to the five already-existing Regional Education Service Areas (RESAs) to build their capacity to deliver equitable and consistent training for Montana teachers, beginning in July 2013 and continuing through the biennium. The RESAs have been in existence since 1999.

These dollars will support a regionalized professional development delivery system that replaces one-time workshops and intermittent professional development with sustained local opportunities to build educators' knowledge of the new English and math standards and improve instruction. This one-time-only investment will provide for the equitable and effective implementation of the Montana Common Core Standards and Assessments across the state.



## Regional Service Areas (RESAs)

Prairie Educational Service Area (PESA): Phillips, Valley, Daniels, Sheridan, Roosevelt, Garfield, McCone, Richland, Dawson, Prairie, Wibaux, Fallon, Custer, Rosebud, Treasure, Powder River and Carter

Montana North Central Educational Service Region (MNCESR): Blaine, Cascade, Chouteau, Glacier, Hill, Liberty, Pondera, Teton and Toole

Montana Regional Service Area 3 (MREA3): Big Horn, Carbon, Fergus, Golden Valley, Judith Basin, Musselshell, Petroleum, Stillwater, Sweet Grass, Wheatland and Yellowstone

Montana Region IV Educational Service Agency (MRESA4U): Beaverhead, Broadwater, Deer Lodge, Gallatin, Granite, Jefferson, Lewis and Clark, Madison, Meagher, Park, Powell and Silver Bow

Western Montana Comprehensive System of Personnel Development (WMCSP): Lincoln, Flathead, Sanders, Lake, Mineral, Missoula and Ravalli

### Advantages of a Regionalized Approach:

- Reduce costs
- Increase efficiency
- Provide services that would not otherwise be available
- Equitable opportunity for high quality professional development for all Montana educators
- Improved statewide and regional communication and coordination of training
- Improved academic achievement for all students

### Funding Proposal – State Level

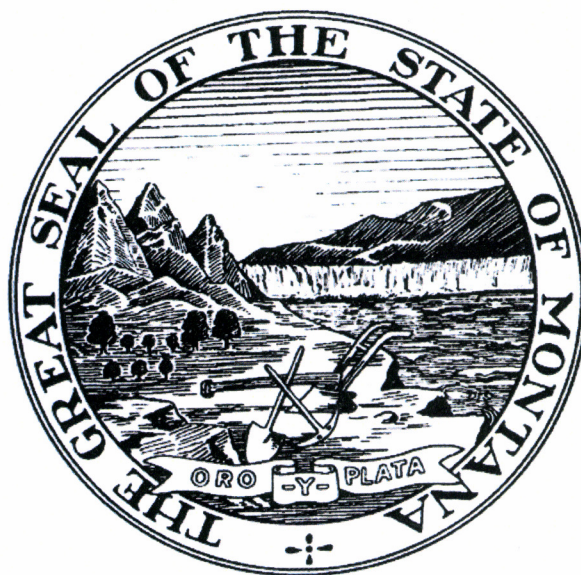
Budget Categories	Project Year 1 (2013-14)	Project Year 2 (2014-15)	Total
1. Regional Personnel Support <ul style="list-style-type: none"><li>• Instructional coordination and model curricula</li><li>• MCCS trainers (ELA and Literacy, Mathematics, Science)</li><li>• Teacher Mentors/Coaches</li></ul>	\$1,850,000	\$1,850,000	\$3,700,000
2. Travel/Equipment/Supplies/Other	\$150,000	\$150,000	\$300,000
Total Budget	\$2,000,000	\$2,000,000	\$4,000,000

### Funding Proposal – Local Distribution

OPI Proposes the funding for each RESA be calculated based on Per Capital Enrollment and Per Square Miles. This formula is currently used to distribute public library services funding in Montana.

**SPECIAL EDUCATION REPORT TO THE  
63<sup>ND</sup> LEGISLATURE**

**January 2013**



**Denise Juneau  
Superintendent  
Office of Public Instruction  
OPISupt@mt.gov**

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## **Special Education Division**

The Special Education Division of the Office of Public Instruction (OPI) provides many services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are all aligned with Superintendent Juneau's Graduation Matters Montana initiative. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly. Below is a brief description of the major activities of each unit in the Special Education Division.

### **School Improvement/Compliance Monitoring Unit**

Under the requirements of the Individuals with Disabilities Education Act (IDEA) the OPI must provide General Supervision of the special education and related services provided to students with disabilities in Montana. The OPI must ensure that each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's compliance monitoring activities are a major component of the system that is in place to meet the General Supervision requirements. The monitoring staff provides technical assistance to school district staff to support them in maintaining compliance with the requirements of the IDEA regulations and Montana rules. When an instance of noncompliance is identified, the monitoring staff works with the school district to correct the noncompliance and to develop procedures that will lead to continued regulatory compliance. The unit staff also provides on-site and phone consultation to local school staff to assist in developing effective programs for children.

### **Professional Development Unit**

The Professional Development Unit is responsible for implementing a number of major training initiatives for the OPI. This unit operates the State Personnel Development Grant (SPDG) programs, as well as programs funded through the IDEA discretionary grant monies. These programs include:

**Comprehensive System of Personnel Development (CSPD)** – CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. The CSPD uses a process which includes preservice, inservice and technical assistance for parents, general education staff, administrators and other service providers with the end result being better programs and services for all children and youth. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities. Montana CSPD is organized through a statewide council and five regional councils.

**Montana Behavioral Initiative (MBI)** – MBI is a proactive approach to creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model

which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students. The MBI has five key goals: to increase the awareness and understanding of effective schools practices; to increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth; to support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results; to increase awareness regarding the value and use of data-based decision-making in education; and to foster the belief that the education of today's youth is a community responsibility.

**Response to Intervention (RTI)** – RTI is the practice of providing high-quality instruction to all students based on individual need. The principles that guide RTI implementation in Montana are: effective schools use a team approach to make data-based decisions for individual students to increase student achievement; schools utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs; strong leadership at the state, district, and school levels is essential to improving teaching and learning; students should be taught all skills necessary for success: academic, social, behavioral, and emotional; schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members; successful schools provide ongoing training for staff; all teachers believe in and are invested in helping all students to be successful; and schools need support and specialized training in order to meet the needs of teachers and students.

**Montana Autism Education Project (MAEP)** – Helping students with autism learn requires specific skills and knowledge beyond what is acquired through teacher preservice programs or attendance at lectures and workshops. Other agencies in Montana are targeting services specifically to children with autism and are developing or already using training curricula and certification in the area of autism for staff who work with the same children who are being educated in public schools. In the near future, school staff working with children with autism will be expected by parents and non-school professionals to have specific knowledge in autism-specific educational techniques. The goals of MAEP are: to increase district-level knowledge of how to educate students with autism through interactive video training; on-site technical assistance and peer-to-peer collaboration; to develop sustainable groups across Montana of on-site or regional educators who can educate students with autism and provide assistance to other school districts; and to develop inter-agency collaboration between the OPI, school districts, Part C Agency providers, Department of Public Health and Human Services, Parents Let's Unite for Kids (PLUK), and Institutes of Higher Education.

**Montana Higher Education Consortium** – With the assistance of the Technical Assistance for Excellence in Special Education (TAESE) center at the University of Utah, the OPI continues to work with representatives of all Montana teacher education programs to improve preservice instruction. The OPI has always been interested in and encouraged the involvement of Institutions of Higher Education (IHE) in state-coordinated activities such as the State Special Education Advisory Panel, Comprehensive System of Personnel Development Council, State Professional Development Plan and State Performance Plan. The consortium is an activity under the Montana State Comprehensive System of Personnel Development (CSPD). The OPI has supported the Higher Education Consortium for the past 12 years. One outcome of the Consortium is to create a mechanism to foster greater involvement of IHEs in important educational initiatives to ensure there is consistency between the message of the OPI and IHEs regarding future teachers on important educational initiatives.

**Traineeships** – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for training programs for special education teachers, speech-language pathologists, and school psychologists. These programs help defray the costs of training and provide a structure for supervision of students as they complete their training. In addition, students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

#### **Data and Accountability Unit**

The Data and Accountability staff oversees the collection, analysis and reporting of all special education data required for federal and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education.

#### **IDEA Part B Program Unit**

The IDEA Part B Program manager oversees the distribution of state and federal special education funds and ensures accountability for the use of those funds. Each year the OPI distributes over \$78 million dollars in special education funds to Montana school districts. The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations. This unit is also responsible for submitting the Annual Application for Funding under the IDEA and all related grant reporting and fiscal requirements.

## **Students Served**

### **Special Education Child Count and Student Enrollment**

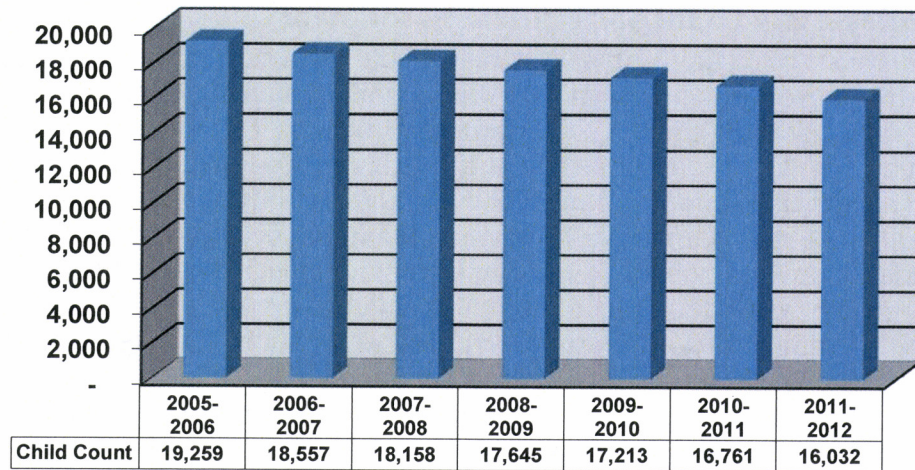
Public schools must make available special education and related services to all students with disabilities beginning at age three and continuing until the student is determined to be no longer eligible. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance. In most Montana school districts students may attend through age 18. Services to students ages 19, 20, and 21 are permissive. Several Montana school districts do provide services to students beyond age 19. Eligibility as a student with a disability is a two-part test. To be eligible a student must meet the criteria for one of the 13 disability categories and demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services such as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a Free Appropriate Public Education (FAPE). The amount and type of services available to private school students are different than for public school students. The determination of what types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the Individuals with Disabilities Education Act (IDEA) proportionate share calculation.

On the first Monday of October each year the Special Education Child Count is conducted. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a Services Plan.

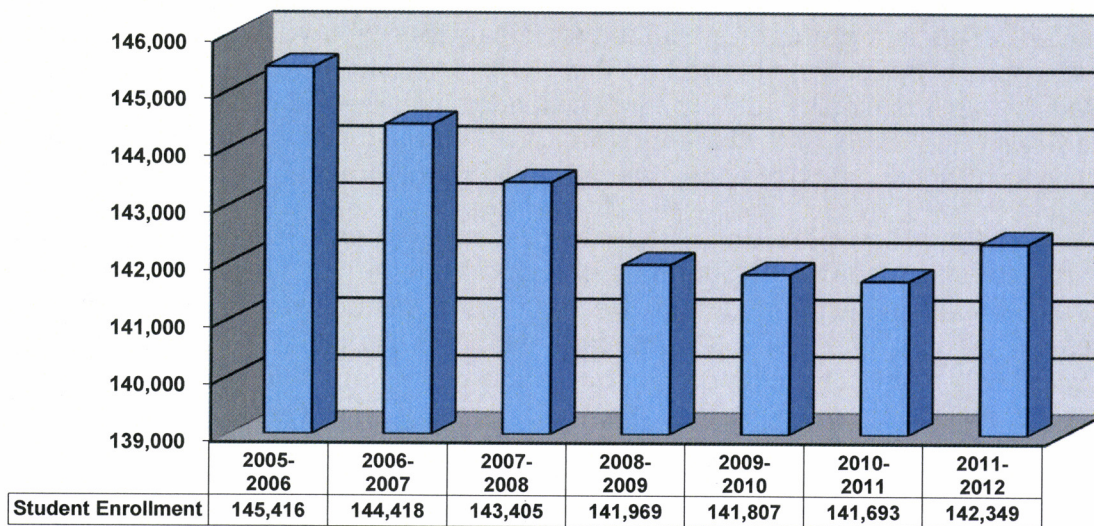
Figure 1.1 below shows the Child Count trend data from the 2005-2006 school year to present. Note that the Child Count date changed from the first Monday in December to the first Monday in October during the 2009-2010 school year. This change was necessary to align the Child Count date with the Annual Data Collection (ADC) enrollment collection. This change improved data validity and reliability.

**Figure 1.1 Special Education Child Count Longitudinal Data**

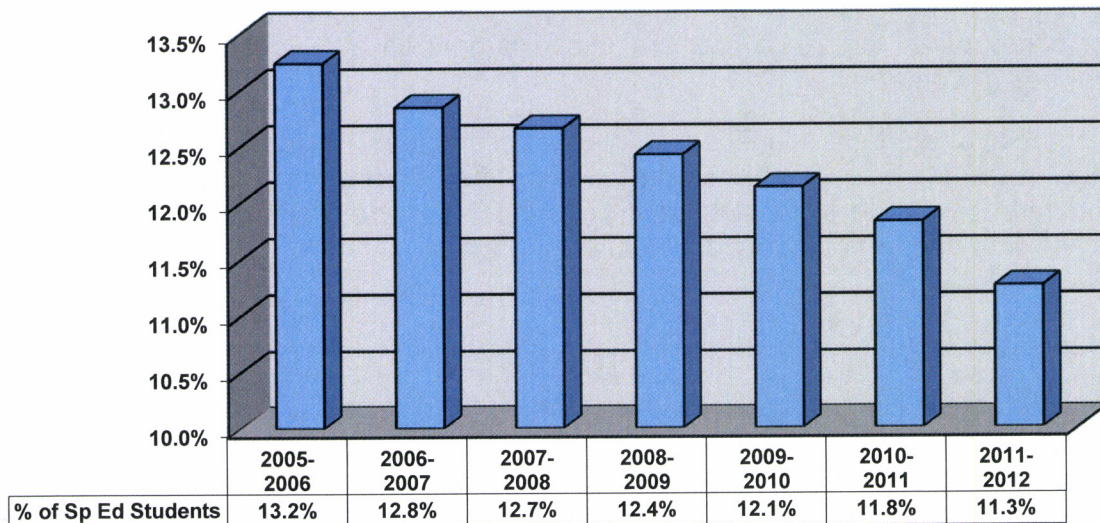


The data in Figure 1.1 show a continued downward trend in the overall Child Count numbers for Montana. There are many factors related to this trend. Student enrollment for all students has decreased during the same period. Also, the Special Education Division has continued to implement a number of initiatives that impact the identification rates for students with disabilities. Figures 1.2 and 1.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

**Figure 1.2 Student Enrollment Data Grades Pre-Kindergarten through 12**



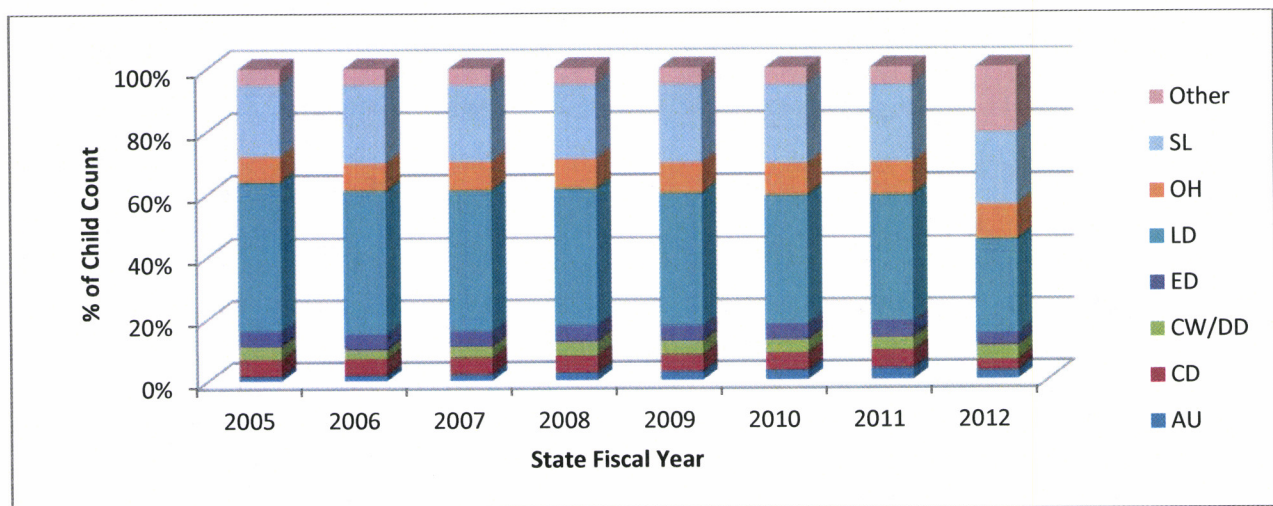
**Figure 1.3 Proportion of All Students Enrolled in Public Schools Who are Eligible for Special Education**



As the interested reader can see from the figures above, the number of students with disabilities who are eligible for special education and related services in Montana has declined at a faster pace than the overall enrollment. Because of this, the percentage of students with disabilities has declined. Many of the educational initiatives the OPI implements have contributed to this decline. The Montana Behavioral Initiative (MBI) and the Response to Intervention (RTI) programs continue to show large benefits for all students.

### Student Identification by Disability

**Figure 1.4 Disabilities by Percentage of Total Child Count**



The data in Figure 1.4 show the relative proportions of the child count made up by students with various disabilities. The Other category includes students with Multiple Disabilities, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Traumatic Brain Injury, Deafness, and Deaf-Blindness. The change in the percentage for the Other category for the 2012 year are based largely on a change in the way Multiple Disabilities are determined.

The number of students identified with Autism continues to increase. Because of the change in the Multiple Disabilities calculation these data appear to show a decrease. This difference is due to the increasing number of children with Autism that are also identified with another category of disability.

## Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana. Local, state and federal funds may be used for this purpose. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary (TFS) report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA.

Figure 2.1 and Figure 2.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

**Figure 2.1 Amounts Expended for Special Education by School Year**

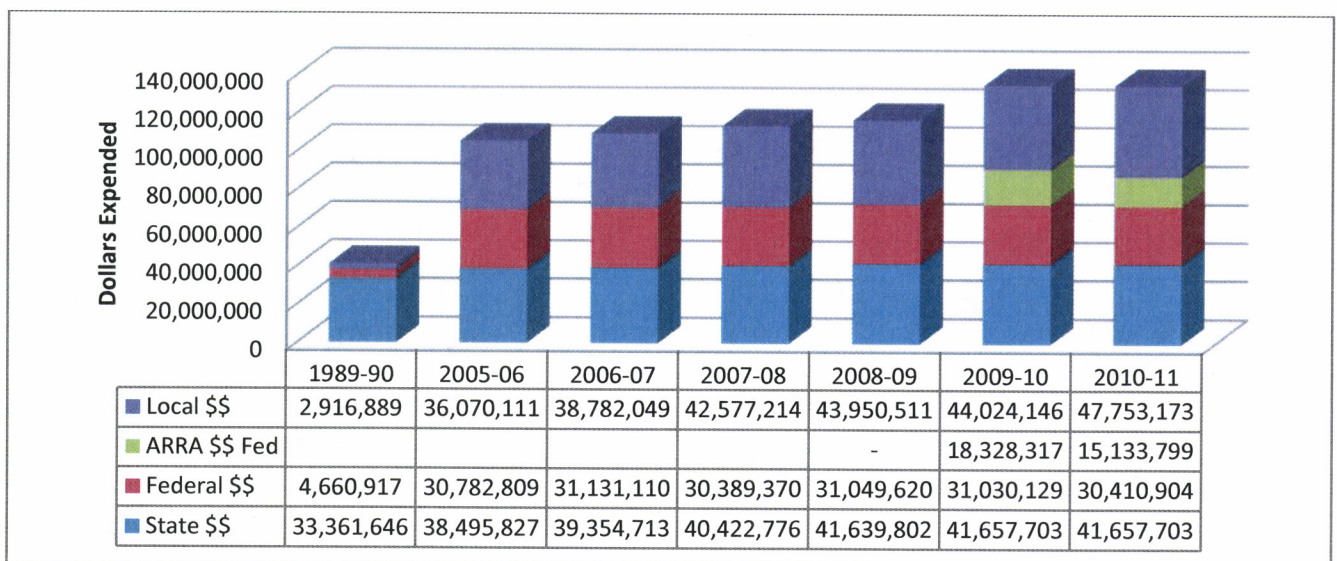


Figure 2.1 shows the amounts, in dollars, which were expended in each of the last five years (along with the base year of 1989-1990) to cover the costs of providing special education and related services to Montana students. During the 2009-2010 and 2010-2011 school years an additional amount of funds was made available to schools under the American Recovery and Reinvestment Act (ARRA). This increased the federal

share of the expenditures for those two years. The ARRA funds have all been expended and will not be included in future years' expenditures. As can be seen above, the total expenditures for special education during the 2010-2011 school year (State Fiscal Year 2011) were just under \$135 Million dollars. The amount of expenditures of local dollars continues to increase, while the state and federal shares have increased more slowly.

**Figure 2.2 Percentages of State, Federal, and Local Funds Used for Special Education**

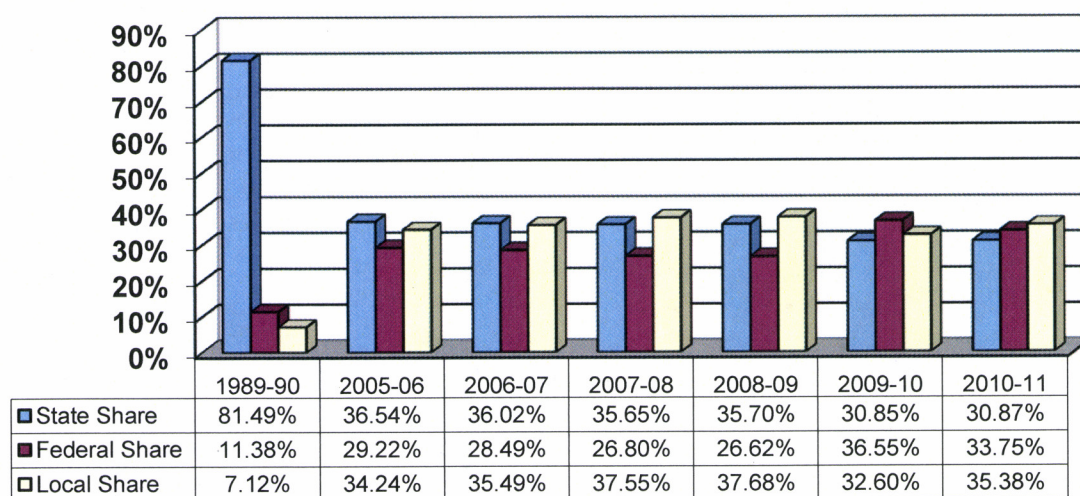


Figure 2.2 shows the relative percentages of the total expenditures that come from each source. As was noted above, the availability of the ARRA IDEA funds during the 2009-2010 and 2010-2011 school years increased the proportion of expenditures attributed to federal sources. Despite that influx of ARRA dollars, the proportion of the expenditures that are from local sources has continued to increase over the years.

### **Federal Funding Under IDEA**

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2010-2011 school year Montana received a total IDEA allocation of \$36,945,746. Of this amount, \$4,352,922 was set aside for administrative purposes, and \$32,592,824 was distributed to local school districts. The IDEA funds are allocated by school district and distributed to the approximately 70 IDEA Part B projects through the electronic grants management system (EGrants). School districts that are members of a cooperative or consortium submit one application for funds to the OPI and the funds are then distributed to the cooperative/consortium.

### **State Special Education Funding**

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the

instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining 5 percent is distributed to special education cooperatives to cover costs related to travel and administration. Figure 2.3 shows the breakout of state funding by percentage.

**Figure 2.3 Percentage of State Special Education Funding by Category**

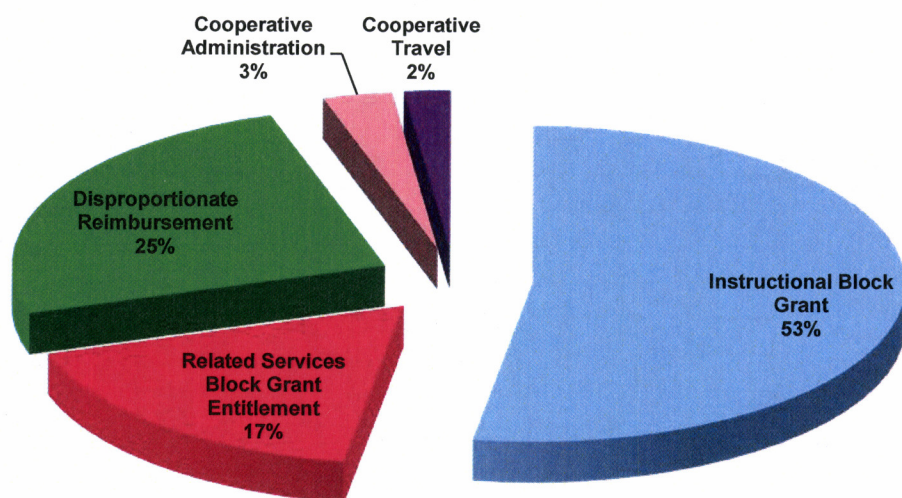


Table 2.1 below shows the projected state entitlements for the 2012-2013 school year in each funding category.

**Table 2.1 Preliminary State Entitlement for 2012-2013 School Year**

Instructional Block Grant	\$21,880,397
Related Services Block Grant Entitlement	\$7,292,980
Disproportionate Reimbursement	\$10,418,767
Cooperative Administration	\$1,250,252
Cooperative Travel	\$833,501
<b>Total</b>	<b>\$41,675,897</b>

## State Funding Trend Data

**Figure 2.4 Instructional Block Grant per Student Allocation**

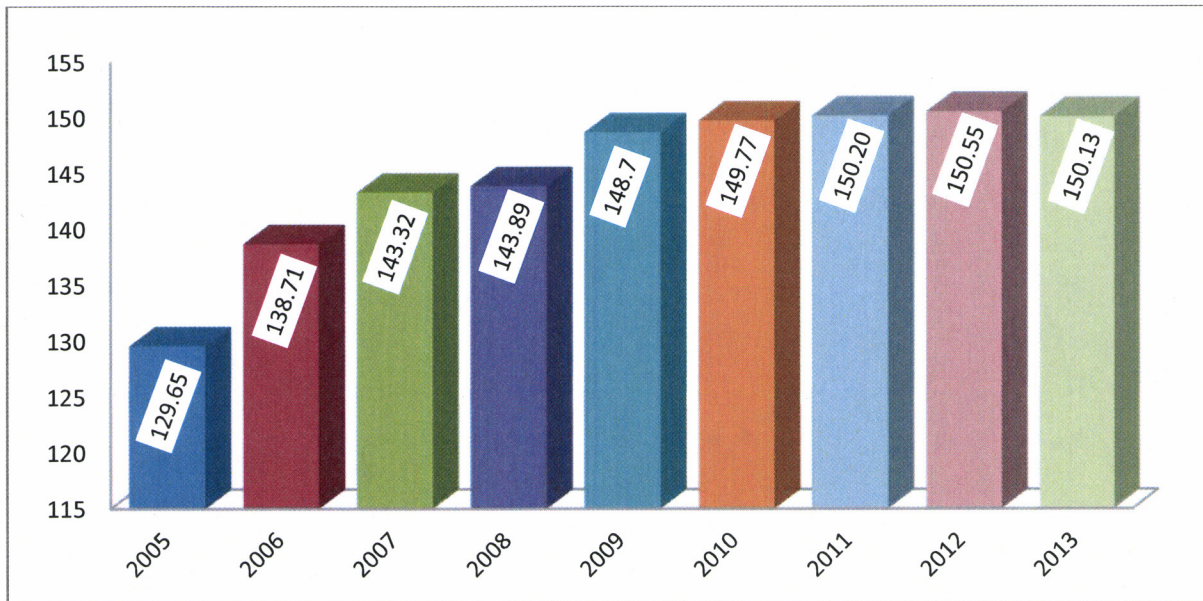


Figure 2.4 shows that the Instructional Block Grant rate has remained fairly stable over the last few fiscal years. This rate is adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change. For example, as districts have moved from half-day to full-day kindergarten their enrollment numbers have changed to reflect the longer student day.

**Figure 2.5 Related Services Block Grant per Student Allocation**

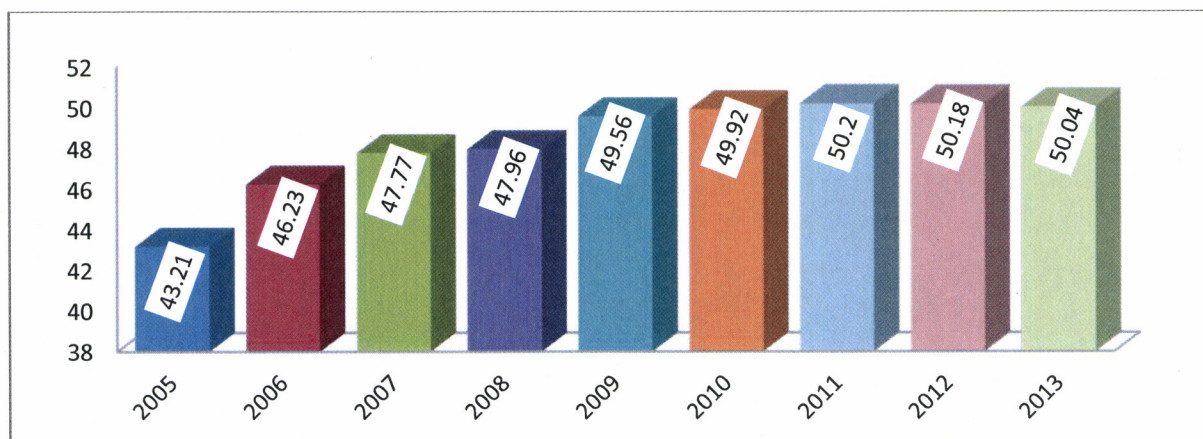


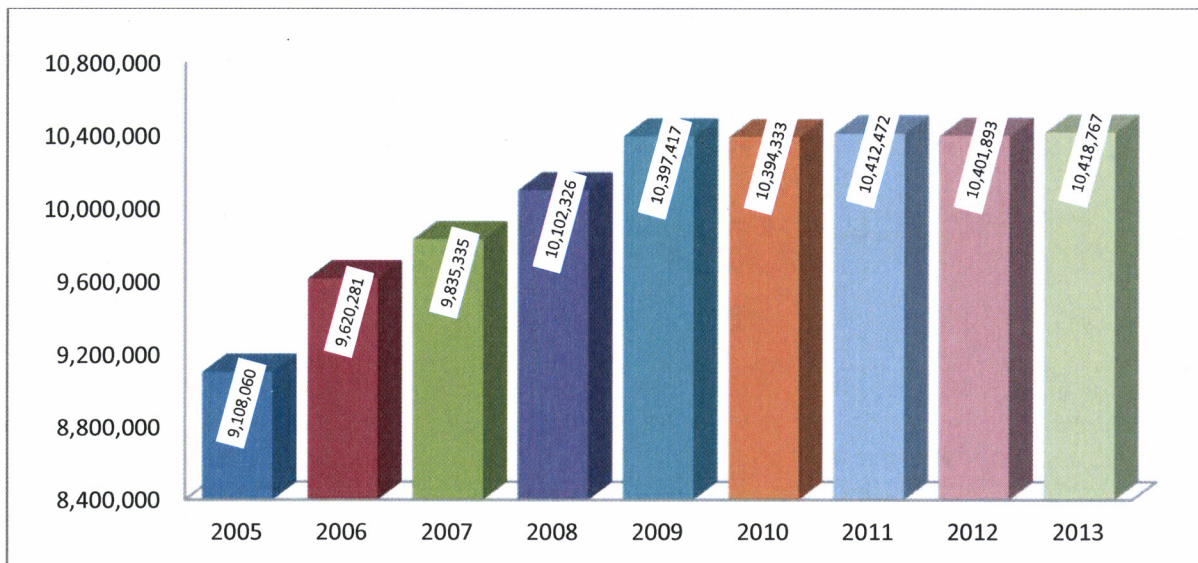
Figure 2.5 also shows a fair amount of stability in the Related Services Block Grant rates over the last few fiscal years.

## Reimbursement of Disproportionate Costs

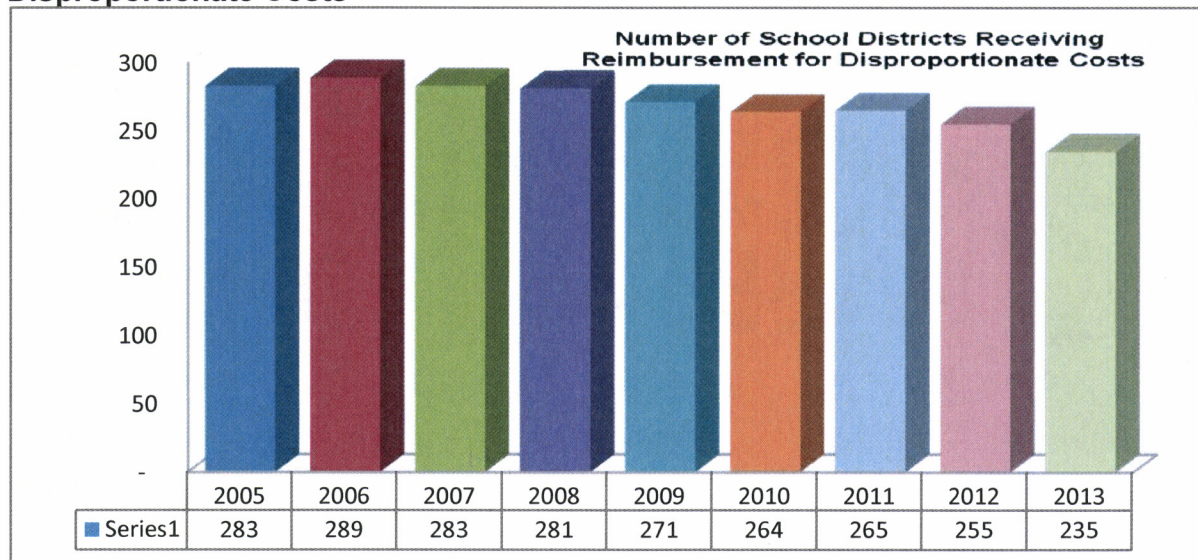
The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs. Changes in the amounts distributed are a function of changes in the state appropriation.

Figure 2.6 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Figure 2.7 shows the number of school districts receiving those reimbursements.

**Figure 2.6 Total Amounts for Disproportionate Cost Reimbursement by Year**



**Figure 2.7 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs**



As these two figures show, the dollar amount distributed to school districts as disproportionate cost reimbursements has increased over the last few fiscal years, but the number of districts that receive those reimbursements has decreased. As the costs of education as a whole increase, the amount that must be spent to meet the requirements for the disproportionate costs also increases. Fewer districts meet the requirements, but the amounts that are reimbursed have also increased because of the increased costs.

### **Local Funding**

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increases in costs of special education by increasing their contribution to over \$47 million dollars in state fiscal year 2011. This amount represented over 35 percent of the total expenditures for special education. The amount of local funds expended continued to increase despite the introduction of the ARRA IDEA funds. The need for public school districts to expend local funds to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

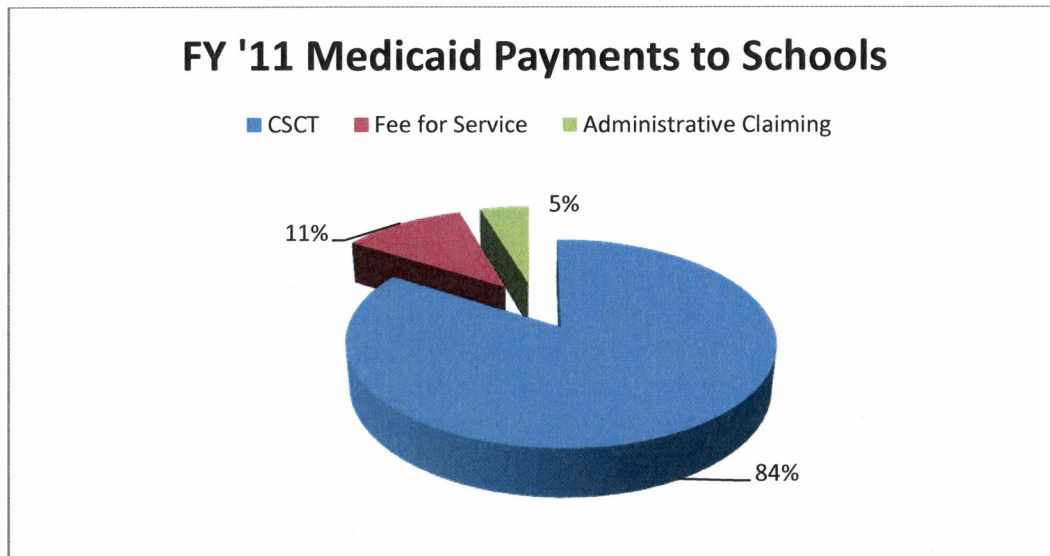
Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawl are some of the primary factors contributing to the variability.

### **Medicaid**

The Office of Public Instruction (OPI) and the Health Resources Division of the Department of Public Health and Human Services (DPHHS) have collaborated for a number of years on projects that have increased reimbursement to districts for certain special education costs. This collaboration has led to an expansion in school-based Mental Health Services that are available to all students, not just students with disabilities. These efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Under this program, school districts are able to claim Medicaid reimbursements for medical services (Occupational Therapy, Personal Care Services, Physical Therapy, School Psychology Services, and Speech/Language Therapy) provided to Medicaid-eligible students under an Individual Education Plan (IEP). School districts are also able to claim reimbursement for CSCT services for any Medicaid-eligible student. The CSCT services are not contingent upon the student being eligible for special education and related services.

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

#### FY '11 Medicaid Payments to Schools

There are three programs that provide Medicaid reimbursement to districts: 1) Fee for service provides reimbursement for special education-related services such as speech therapy, occupational therapy, and physical therapy (FY '11 payments to districts totaled \$3,435,460.91); 2) Administrative claiming compensates school districts for some of the costs associated with administration of school-based health services such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY '11 payments to districts totaled \$1,381,971.04); and 3) CSCT services (FY '11 payments to districts totaled \$25,447,452.58). Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to Community Mental Health Centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services. (Source for data on payments: DPHHS, Health Resources Division)

The largest proportion of the Medicaid reimbursements to school districts was for the provision of CSCT services. The CSCT is a comprehensive planned course of treatment provided by Community Mental Health Centers in school and community settings. The CSCT services include: behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community Mental Health Centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

## **State Performance Plan/Annual Performance Report**

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on three key monitoring priorities for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a ***free appropriate public education*** (FAPE) ***in the least restrictive environment*** (LRE);
2. the state exercise of ***general supervisory authority***; and
3. ***disproportionate representation*** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies and the state over the next six years.

### **CSPD Regional Performance**

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link <https://data.opi.mt.gov/opireportingcenter/>. Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

### **Indicator 1 – Graduation Rates**

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html>.

The table below provides an evaluation of regional performance status and state performance status related to the State's Performance Target for graduation rates. These evaluations are based on the 2009-2010 school year.

**Table 1.1 Graduation Rates for Students with Disabilities for the 2009-2010 School Year**

	School Leaver Cohort Total	Graduation Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	135	101	74.8%	81.4%	66.9%	80.0%	Met
CSPD Region II - MNCESR	172	139	80.8%	86.0%	74.3%	80.0%	Met
CSPD Region III - SMART	291	231	79.4%	83.6%	74.4%	80.0%	Met
CSPD Region IV - RESA4U	224	162	72.3%	77.8%	66.1%	80.0%	Not Met
CSPD Region V - WM-CSPD	351	286	81.5%	85.2%	77.1%	80.0%	Met
State of Montana	1173	919	78.3%	80.6%	75.9%	80.0%	Met

## Indicator 2 - Dropout Rates

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is for the 2009-2010 school year rather than the 2010-2011 school year.

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The dropout rate is calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

**Table 2.1 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2009-2010 School Year**

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	782	50	6.4%	8.3%	4.9%	4.9%	Met
CSPD Region II - MNCSR	1142	57	5.0%	6.4%	3.9%	4.9%	Met
CSPD Region III - SMART	1650	43	2.6%	3.5%	1.9%	4.9%	Met
CSPD Region IV - RESA4U	1584	53	3.3%	4.4%	2.6%	4.9%	Met
CSPD Region V - WM-CSPD	2079	53	2.5%	3.3%	2.0%	4.9%	Met
<b>State of Montana</b>	<b>7237</b>	<b>256</b>	<b>3.5%</b>	<b>4.0%</b>	<b>3.1%</b>	<b>4.9%</b>	<b>Met</b>

### **Indicator 3 – Statewide Assessments**

#### **Indicator 3A – Meeting Montana’s AYP Objectives for the Disability Subgroup**

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10<sup>th</sup>-grade criterion which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at [www.opi.mt.gov/Reports&Data/Index.html#gpm1\\_9](http://www.opi.mt.gov/Reports&Data/Index.html#gpm1_9).

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana’s AYP objectives.

Table 3.1 below provides an evaluation of regional and state performance related to the established performance target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2010-2011 school year.

**Table 3.1 Districts Meeting Montana's AYP Objectives for the Disability Subgroup**

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	11	1	9.1%	37.7%	1.6%	41.5%	Not Met
CSPD Region II - MNCSR	6	0	0.0%	39.0%	0.0%	41.5%	Not Met
CSPD Region III - SMART	11	0	0.0%	25.9%	0.0%	41.5%	Not Met
CSPD Region IV - RESA4U	12	1	8.3%	35.4%	1.5%	41.5%	Not Met
CSPD Region V - WM-CSPD	21	3	14.3%	34.6%	5.0%	41.5%	Not Met
State of Montana	61	5	8.2%	17.8%	3.6%	41.5%	Not Met

**Indicator 3B – Participation Rates**

Participation rates are calculated by dividing the number of special education students who participated in the Math assessment plus the number of special education students who participated in the Reading by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional and state performance on Reading (Table 3.2) and Math (Table 3.3). These evaluations are based on the 2010-2011 school year.

**Table 3.2 Participation Rates of Students with Disabilities in State Assessments for Reading**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	985	949	96.3%	97.3%	95.0%	95.0%	Met
CSPD Region II - MNCESR	1246	1209	97.0%	97.8%	95.9%	95.0%	Met
CSPD Region III - SMART	2036	1942	95.4%	96.2%	94.4%	95.0%	Met
CSPD Region IV - RESA4U	1900	1825	96.1%	96.8%	95.1%	95.0%	Met
CSPD Region V - WM-CSPD	2767	2660	96.1%	96.8%	95.3%	95.0%	Met
State of Montana	8934	8585	96.0%	96.4%	95.7%	95.0%	Met

**Table 3.3 Participation Rates of Students with Disabilities in State Assessments for Math**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	985	950	96.4%	97.4%	95.0%	95.0%	Met
CSPD Region II - MNCSR	1246	1218	97.8%	98.4%	96.8%	95.0%	Met
CSPD Region III - SMART	2036	1934	95.0%	95.9%	94.0%	95.0%	Met
CSPD Region IV - RESA4U	1900	1836	96.6%	97.4%	95.7%	95.0%	Met
CSPD Region V - WM-CSPD	2767	2664	96.3%	96.9%	95.5%	95.0%	Met
State of Montana	8934	8602	96.3%	96.7%	95.9%	95.0%	Met

### Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment plus the number of special education students scoring Proficient or Advanced in the Reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT), with or without accommodations, and in the alternate assessment (CRT-Alt).

Table 3.4 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. In order to have met the target for 3C Reading, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2010-2011 school year.

**Table 3.4 Proficiency Rates of Students with Disabilities on Reading Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	937	420	44.8%	48.0%	41.7%	33.5%	Met
CSPD Region II- MNCESR	1174	498	42.4%	45.3%	39.6%	33.5%	Met
CSPD Region III - SMART	1925	924	48.0%	50.2%	45.8%	33.5%	Met
CSPD Region IV - RESA4U	1810	992	54.8%	57.1%	52.5%	33.5%	Met
CSPD Region V - WM-	2640	1469	55.6%	57.5%	53.7%	33.5%	Met

CSPD							
State of Montana	8486	4303	50.7%	51.8%	49.6%	33.5%	Met

Table 3.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. In order to have met the target for 3C Math, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2010-2011 school year.

**Table 3.5 Proficiency Rates of Students with Disabilities on Math Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	937	251	26.8%	29.7%	24.1%	33.5%	Not Met
CSPD Region II- MNCSR	1174	339	28.9%	31.5%	26.4%	33.5%	Not Met
CSPD Region III - SMART	1925	521	27.1%	29.1%	25.1%	33.5%	Not Met
CSPD Region IV - RESA4U	1810	618	34.1%	36.4%	32.0%	33.5%	Met
CSPD Region V - WM-CSPD	2640	938	35.5%	37.4%	33.7%	33.5%	Met

State of Montana	8486	2667	31.4%	32.4%	30.4%	33.5%	Not Met
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#### Indicator 4A – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

##### Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student, out of school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

##### Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below provides an evaluation of regional and state performance related to the state's established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2009-2010 school year. Because of the U.S. Department of Education's reporting requirements in the Annual Performance Report, the data for Indicator 4 will be one year behind.

**Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates**

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	88	0	0.0%	0.0%	Met

CSPD Region II - MNCESR	80	0	0.0%	0.0%	Met
CSPD Region III - SMART	84	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	86	0	0.0%	0.0%	Met
CSPD Region V - WM- CSPD	80	0	0.0%	0.0%	Met
<b>State of Montana</b>	<b>418</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>	<b>Met</b>

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

**Table 4.2 Long-Term Suspension and Expulsion Rates for the 2009-2010 School Year**

	Special Education Child Count	Number of Special Education Students with Long- Term Suspension or Expulsion	Special Education Long-term Suspension or Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion	Regular Education Long-Term Suspension and Expulsion Rates
CSPD Region I - PESA	1698	8	0.5%	11209	23	0.2%
CSPD Region II - MNCESR	2386	12	0.5%	19920	97	0.5%
CSPD Region III - SMART	3434	15	0.4%	27027	69	0.3%
CSPD Region IV - RESA4U	3391	19	0.6%	30283	52	0.2%
CSPD Region V - WM- CSPD	4514	22	0.5%	36177	85	0.2%
<b>State of Montana</b>	<b>15423</b>	<b>76</b>	<b>0.5%</b>	<b>124616</b>	<b>326</b>	<b>0.3%</b>

**Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity**

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2009-2010 school year.

**Table 4. 3 Long-Term Suspension or Expulsion Baseline Data by Race/Ethnicity**

		Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs Identified with significant discrepancy
CSPD Region I - PESA	American Indian/Alaskan Native	88	0	0.0%
	Asian	88	0	0.0%
	Black or African American	88	0	0.0%
	Hispanic or Latino	88	0	0.0%
	Native Hawaiian or Pacific islander	88	0	0.0%
	White, Non-Hispanic	88	0	0.0%
CSPD Region II - MNCESR	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%
	Hispanic or Latino	80	0	0.0%
	Native Hawaiian or Pacific islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
CSPD Region III - SMART	American Indian/Alaskan Native	84	0	0.0%
	Asian	84	0	0.0%
	Black or African American	84	0	0.0%
	Hispanic or Latino	84	0	0.0%
	Native Hawaiian or Pacific islander	84	0	0.0%
	White, Non-Hispanic	84	0	0.0%
CSPD Region IV - RESA4U	American Indian/Alaskan Native	86	0	0.0%

	Asian	86	0	0.0%
	Black or African American	86	0	0.0%
	Hispanic or Latino	86	0	0.0%
	Native Hawaiian or Pacific islander	86	0	0.0%
	White, Non-Hispanic	86	0	0.0%
<b>CSPD Region V - WM-CSPD</b>	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%
	Hispanic or Latino	80	0	0.0%
	Native Hawaiian or Pacific Islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
<b>State of Montana</b>	American Indian/Alaskan Native	418	0	0.0%
	Asian	418	0	0.0%
	Black or African American	418	0	0.0%
	Hispanic or Latino	418	0	0.0%
	Native Hawaiian or Pacific islander	418	0	0.0%
	White, Non-Hispanic	418	0	0.0%

### Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- 5A - Regular Class: Removed from regular class less than 21 percent of the day.
- 5B - Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- 5C - Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The three tables below provide an evaluation of regional and state performance related to the state's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2010-2011 school year.

**Table 5.1 Performance on Indicator 5A for the State and CSPD/RSA Regions**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	856	52.2%	54.6%	49.8%	52.0%	Met
CSPD Region II - MNCSR	2300	1198	52.1%	54.1%	50.0%	52.0%	Met
CSPD Region III - SMART	3259	1303	40.0%	41.7%	38.3%	52.0%	Not Met
CSPD Region IV - RESA4U	3375	1890	56.0%	57.7%	54.3%	52.0%	Met
CSPD Region V - WM-CSPD	4531	2435	53.7%	55.2%	52.3%	52.0%	Met
State of Montana	15105	7682	50.9%	51.6%	50.1%	52.0%	Not Met

**Table 5.2 State and CSPD/RSA Region Performance Status for Indicator 5B**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	207	12.6%	14.3%	11.1%	11.0%	Not Met
CSPD Region II - MNCSR	2300	331	14.4%	15.9%	13.0%	11.0%	Not Met
CSPD Region III - SMART	3259	590	18.1%	19.5%	16.8%	11.0%	Not Met
CSPD Region IV - RESA4U	3375	308	9.1%	10.1%	8.2%	11.0%	Met
CSPD Region V -	4531	476	10.5%	11.4%	9.7%	11.0%	Met

WM-CSPD							
State of Montana	15105	1912	12.7%	13.2%	12.1%	11.0%	Not Met

**Table 5.3 State and CSPD/RSA Region Performance Status for Indicator 5C**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	1	0.1%	0.3%	0.1%	1.5%	Met
CSPD Region II - MNCSR	2300	46	2.0%	2.6%	1.5%	1.5%	Not Met
CSPD Region III - SMART	3259	71	2.2%	2.7%	1.8%	1.5%	Not Met
CSPD Region IV - RESA4U	3375	93	2.8%	3.3%	2.3%	1.5%	Not Met
CSPD Region V - WM-CSPD	4531	50	1.1%	1.4%	0.9%	1.5%	Met
State of Montana	15105	261	1.7%	1.9%	1.5%	1.5%	Not Met

### **Indicator 6 - Preschool Settings**

Data for this indicator was not reported in the February 1, 2012, Annual Performance Report due to revisions in Preschool Setting categories and definitions.

### **Indicator 7 - Preschool Outcomes**

This Indicator is designed to follow a preschool student (a student who is aged 3 or 4 or 5) longitudinally while the student is participating in a preschool program. For reporting in the State Performance Plan and subsequent Annual Performance Reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on Child Count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

**Indicator 7A – Positive Social-Emotional Skills (including social relationships)**

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2010-2011 school year, and is presented as two Summary Statements for Indicator 7A.

**Table 7.1 Positive Social-Emotional Skills for Children Exiting in the 2010-2011 School Year**

**Indicator 7A.1** Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	23	20	87.0%	95.5%	67.9%	62.5%	Met
CSPD Region II - MNCESR	50	43	86.0%	93.1%	73.8%	62.5%	Met
CSPD Region III - SMART	79	57	72.2%	80.8%	61.4%	62.5%	Met
CSPD Region IV - RESA4U	50	31	62.0%	74.1%	48.2%	62.5%	Met
CSPD Region V - WM-CSPD	52	44	84.6%	92.0%	72.5%	62.5%	Met
<b>State of Montana</b>	<b>254</b>	<b>195</b>	<b>76.8%</b>	<b>81.5%</b>	<b>71.2%</b>	<b>62.5%</b>	<b>Met</b>

**Indicator 7A.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program.

CSPD Region I - PESA	46	35	76.1%	86.1%	62.1%	61.0%	Met
CSPD Region II - MNCESR	76	55	72.4%	81.2%	61.4%	61.0%	Met
CSPD Region III - SMART	115	74	64.3%	72.5%	55.3%	61.0%	Met

CSPD Region IV - RESA4U	69	41	59.4%	70.2%	47.6%	61.0%	Met
CSPD Region V - WM-CSPD	82	57	69.5%	78.4%	58.9%	61.0%	Met
State of Montana	388	262	67.5%	72.0%	62.7%	61.0%	Met

### Indicator 7B – Acquisition and Use of Knowledge and Skills

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.2 below presents the data for preschool children exiting the program during the 2010-2011 school year, and is presented as two Summary Statements for Indicator 7B.

**Table 7.2 Acquisition and Use of Knowledge and Skills**

**Indicator 7B.1** Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	49	46	93.9%	97.9%	83.5%	71.0%	Met
CSPD Region II - MNCSR	74	63	85.1%	91.5%	75.3%	71.0%	Met
CSPD Region III - SMART	116	94	81.0%	87.1%	73.0%	71.0%	Met
CSPD Region IV - RESA4U	63	49	77.8%	86.3%	66.1%	71.0%	Met
CSPD Region V - WM-CSPD	87	78	89.7%	94.5%	81.5%	71.0%	Met
State of Montana	389	330	84.8%	88.1%	80.9%	71.0%	Met

**Indicator 7B.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	53	44	83.0%	90.8%	70.8%	33.0%	Met
CSPD Region II - MNCESR	77	43	55.8%	66.4%	44.7%	33.0%	Met
CSPD Region III - SMART	116	63	54.3%	63.1%	45.3%	33.0%	Met
CSPD Region IV - RESA4U	71	38	53.5%	64.6%	42.0%	33.0%	Met
CSPD Region V - WM-CSPD	95	60	63.2%	72.2%	53.1%	33.0%	Met
<b>State of Montana</b>	<b>412</b>	<b>248</b>	<b>60.2%</b>	<b>64.8%</b>	<b>55.4%</b>	<b>33.0%</b>	<b>Met</b>

### Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting in the world in socially appropriate ways to get what one wants.

Table 7.3 below presents the data for preschool children exiting the program during the 2010-2011 school year, and is presented as two Summary Statements for Indicator 7C.

**Table 7.3 Use of Appropriate Behaviors to Meet Their Needs**

**Indicator 7C.1** Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	21	18	85.7%	95.0%	65.4%	60.0%	Met
CSPD Region II - MNCESR	42	35	83.3%	91.7%	69.4%	60.0%	Met
CSPD Region III - SMART	77	53	68.8%	78.1%	57.8%	60.0%	Met

CSPD Region IV - RESA4U	47	32	68.1%	79.6%	53.8%	60.0%	Met
CSPD Region V - WM-CSPD	48	38	79.2%	88.3%	65.7%	60.0%	Met
State of Montana	235	176	74.9%	80.0%	69.0%	60.0%	Met

**Indicator 7C.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	44	34	77.3%	87.2%	63.0%	65.0%	Met
CSPD Region II - MNCESR	77	59	76.6%	84.7%	66.0%	65.0%	Met
CSPD Region III - SMART	111	71	64.0%	72.3%	54.7%	65.0%	Met
CSPD Region IV - RESA4U	70	46	65.7%	75.8%	54.0%	65.0%	Met
CSPD Region V - WM-CSPD	85	58	68.2%	77.2%	57.7%	65.0%	Met
State of Montana	387	268	69.3%	73.6%	64.5%	65.0%	Met

### **Indicator 8 - Parent Involvement**

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The table below provides an evaluation of regional and state performance related to the State's Performance Targets for the educational placement of students with disabilities. These evaluations are based on the 2010-2011 school year.

**Table 8.1 Results of Parental Involvement Survey for the 2010-2011 School Year**

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	100	68	68.0%	76.3%	58.3%	68.0%	Met
CSPD Region II - MNCESR	0	0	0.0%	0.0%	0.0%	68.0%	NA
CSPD Region III - SMART	123	84	68.3%	75.9%	59.6%	68.0%	Met
CSPD Region IV - RESA4U	228	163	71.5%	77.0%	65.3%	68.0%	Met
CSPD Region V - WM- CSPD	47	36	76.6%	86.4%	62.8%	68.0%	Met
State of Montana	509	358	70.3%	74.1%	66.2%	68.0%	Met

### **Indicator 9 – Disproportionate Representation**

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

#### **Definition of Disproportionate Representation**

An LEA is determined to have ***disproportionate representation*** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2010-2011 school year.

**Table 9.1 District Review of Disproportionate Representation by CSPD Region**

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	419	2	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCSR	80	0	0	0.0%	0.0%
CSPD Region III - SMART	84	1	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	1	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

The table on the following page provides information on the racial/ethnic group and type of disproportionate representation for the two school districts.

**Table 9.2 Districts Identified with Disproportionate Representation**

CSPD Region	School District	Racial and Ethnic Group	Disproportionate Representation Status
CSPD Region III	District A	American Indian/Alaskan Native	Over-Representation
CSPD Region IV	District B	American Indian/Alaskan Native	Over-Representation

### **Indicator 10 - Disproportionate Representation - Disability Categories**

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

**Table 10.1 Districts Identified with Disproportionate Representation-Specific Disabilities**

	Number of School Districts Reviewed	Number Districts Identified with Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\% = (b/a) \times 100$	SPP Performance Status
State of Montana	419	0	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCSR	80	0	0	0.0%	0.0%
CSPD Region III - SMART	84	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

The table below provides information on the racial/ethnic group, disability, and type of disproportionate representation for the identified school district.

**Table 10.2 Districts Identified with Disproportionate Representation**

CSPD Region	School District	Racial and Ethnic Group	Disability Category	Disproportionate Representation Status
CSPD Region V	District B	American Indian/Alaskan Native	Learning Disability	Over-Representation

### Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2010-2011 school year. This is a compliance indicator meaning that the performance target is **100 percent** of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

**Table 11.1 State and CSPD Region Performance Status**

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were completed within 60 days	Percent of children with Parent Consent Evaluated within 60 days	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	51	48	94.1%	98.0%	84.1%	100.0%	Not Met
CSPD Region II - MNCSR	57	57	100.0%	100.0%	93.7%	100.0%	Met
CSPD Region III - SMART	68	64	94.1%	97.7%	85.8%	100.0%	Not Met
CSPD Region IV - RESA4U	33	31	93.9%	98.3%	80.4%	100.0%	Not Met
CSPD Region V - WM-CSPD	30	29	96.7%	99.4%	83.3%	100.0%	Not Met
<b>State of Montana</b>	<b>239</b>	<b>229</b>	<b>95.8%</b>	<b>97.7%</b>	<b>92.5%</b>	<b>100.0%</b>	<b>Not Met</b>

### **Indicator 12 – Part C to Part B Transition**

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third

birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2010-2011 school year. This is a compliance indicator meaning that the state's performance target will be **100 percent** for each year of the State Performance Plan.

**Table 5. 1 State and CSPD/RSA Region Performance Status**

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	11	9	81.8%	100.0%	Not Met
CSPD Region II - MNCSR	35	33	94.2%	100.0%	Not Met
CSPD Region III - SMART	45	45	100.0%	100.0%	Met
CSPD Region IV - RESA4U	28	23	82.1%	100.0%	Not Met
CSPD Region V - WM-CSPD	25	24	96.0%	100.0%	Not Met
State of Montana	144	134	93.1%	100.0%	Not Met

### **Indicator 13 – Secondary Transition with IEP Goals**

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, ***performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted***

*in the 2010-2011 school year.* The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

Table 13.1 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2010-2011 school year.

**Table 13.1 Secondary Transition Data for the 2010-2011 School Year**

	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary transition with IEP Goals
CSPD Region I - PESA	17	10	58.8%
CSPD Region II - MNCSR	44	21	47.7%
CSPD Region III - SMART	18	3	16.7%
CSPD Region IV - RESA4U	8	7	87.5%
CSPD Region V - WM-CSPD	12	9	75.0%
<b>State of Montana</b>	99	50	50.5%

#### **Indicator 14 – Post-School Outcomes**

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey. The instructions for the survey can be found at <http://www.opi.mt.gov/pdf/spced/PSO/11PSOManual.pdf>.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2009-2010 school year (June 30, 2010) by means of

dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age. The total number of high school students with disabilities reported as the base population was 968 students.

**Table 14.1 Percent of Youth with Disabilities Enrolled in Higher Education (14A)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	46	34.6%	43.0%	27.0%	27.0%	Met
CSPD Region II - MNCESR	178	40	22.5%	29.1%	17.0%	27.0%	Met
CSPD Region III - SMART	217	43	19.8%	25.6%	15.1%	27.0%	Not Met
CSPD Region IV - RESA4U	211	54	25.6%	31.9%	20.2%	27.0%	Met
CSPD Region V - WM-CSPD	229	52	22.7%	28.6%	17.8%	27.0%	Met
State of Montana	968	235	24.3%	27.1%	21.7%	27.0%	Not Met

**Table 14.2 Percent of Youth With Disabilities Enrolled in Higher Education or Competitively Employed (14B)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed	Percent of youth with Disabilities Enrolled in Higher Education or Competitively Employed	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	97	72.9%	79.8%	64.8%	73.0%	Met
CSPD Region II -	178	130	73.0%	79.0%	66.1%	73.0%	Met

MNCESR							
CSPD Region III - SMART	217	149	68.7%	74.5%	62.2%	73.0%	Met
CSPD Region IV - RESA4U	211	176	83.4%	87.8%	77.8%	73.0%	Met
CSPD Region V - WM-CSPD	229	171	74.7%	79.9%	68.7%	73.0%	Met
State of Montana	968	723	74.7%	77.3%	71.9%	73.0%	Met

**Table 14.3 Percent of Youth with Disabilities in Some Type of Education or Employment (14C)**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	106	79.7%	85.7%	72.1%	86.0%	Not Met
CSPD Region II - MNCESR	178	150	84.3%	88.9%	78.2%	86.0%	Met
CSPD Region III - SMART	217	168	77.4%	82.5%	71.4%	86.0%	Not Met
CSPD Region IV - RESA4U	211	189	89.6%	93.0%	84.7%	86.0%	Met
CSPD Region V - WM-CSPD	229	192	83.8%	88.0%	78.5%	86.0%	Met
State of Montana	968	805	83.2%	85.4%	80.7%	86.0%	Not Met

**Indicator 15 - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.**

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants' policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process

hearings and mediation, an Early Assistance Program (EAP) to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2008-2009 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2009-2010 was analyzed and reported in the Annual Performance Report.

**Table 15.1 Montana Performance Target Status for FFY 2010**

School Year	Number of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	Number of Findings of noncompliance for which correction was verified no later than one year from identification	Percent of Findings of noncompliance corrected within one year timeline	SPP Performance Target	State Performance Status
2009-2010	5	5	100.0%	100.0%	Met Target

**Indicator 16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.**

The Montana Office of Public Instruction received 13 written, signed complaints for FFY 2010 with two of those complaints withdrawn or dismissed. Target data indicate that five of the remaining complaints had reports issued within the timelines, and five had reports issued within extended timelines. One complaint was pending at the end of the fiscal year.

**Table 16.1 Written, Signed Complaints for FFY 2010**

Table 7, Section A	Written, Signed Complaints	Number
(1.1)	Complaints with reports issued	10
(b)	Reports within timeline	5
(c)	Reports within extended timelines	5
$\% = [(b+c)/(1.1)] * 100$	Percent of Complaint Reports Issued Within Timeline	100.0%

For FFY 2010 (2010-2011 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has met its performance target of 100 percent of written, signed complaints will have a final report issued within 60 days or

within the timeline extension given for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

**Table 16.2 Montana Performance Target Status For FFY 2010**

School Year	Percent of Complaint Reports Issued Within Timeline	SPP Performance Target	State Performance status
2010-2011	100.0%	100.0%	Met Target

**Indicator 17 – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.**

The Montana OPI received twelve due process complaints. Of these, eleven were withdrawn or dismissed (including those resolved without a hearing) (Table 7, Section C, 3.4). One due process complaint was pending at the end of FFY 2010. The OPI provides strong oversight of Montana's due process system and monitors each phase of the system to ensure compliance with all requirements, including all of the timeline requirements related to due process complaints.

**Table 17.1 Percent of Hearings Fully Adjudicated Within Timeline for FFY 2010**

Table 7, Section C	Due Process Complaints	Number
(3.2)	Hearings (fully adjudicated)	0
(a)	Decisions within timeline	0
(b)	Decisions within extended timeline	0
$\% = [(a+b)/(3.2)] \times 100$	Percent of hearings fully adjudicated within timeline	0.0%

**Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.**

The Montana Office of Public Instruction had no hearing requests that went to a resolution session for FFY 2010. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2010**

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	0
(a)	Written settlement agreements	0
$\%=[(a)/(3.1)]*100$	Percent of hearing requests with settlement agreements	0.0%

**Indicator 19 – Percent of mediations held that resulted in mediation agreements.**

For FFY 2010, the OPI had a total of thirteen mediation requests. Nine were related to due process and eight of those resulted in a written agreement. One mediation request was pending at the end of FFY 2010. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2010**

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	9
(a)(i)	Mediation, related to Due Process, with agreements	8
(b)(i)	Mediation, not related to Due Process, with agreements	0
$\%=[(a)(i)+(b)(i)]/(2.1)$	Percent of mediations held resulting in agreements	88.9%

**Indicator 20 – State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.**

The OPI has consistently met designated timelines 100 percent of the time over the past five years. Data are reviewed and validation checks performed to ensure accuracy of the submitted data.

**Table 20.1 Montana Score of Timely, Valid and Reliable Data for FFY 2010**

APR Submission Score	618 Submission Score	Total Score	Indicator Percent
45	45	90	100.0%

## **Appendix**

### **A. Special Education Acronym Dictionary**

## Appendix A: Special Education Acronym Dictionary

<b>ADC</b>	Annual Data Collection
<b>AIM</b>	Achievement In Montana Statewide Student Database
<b>AMO</b>	Annual Measurable Objectives
<b>APR</b>	Annual Performance Report
<b>ARM</b>	Administrative Rule of Montana
<b>AYP</b>	Adequate Yearly Progress
<b>CCD</b>	Common Core of Data
<b>CRT</b>	Criterion-Referenced Test
<b>CSPD</b>	Comprehensive System of Personnel Development
<b>CST</b>	Child Study Team
<b>EAP</b>	Early Assistance Program
<b>ESEA</b>	Elementary and Secondary Education Act
<b>FAPE</b>	Free Appropriate Public Education
<b>FFY</b>	Federal Fiscal Year
<b>GED</b>	General Education Development Test
<b>GSEG</b>	General Supervision Enhancement Grant
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Plan
<b>IHE</b>	Institutions of Higher Education
<b>IHO</b>	Independent Hearing Officer
<b>LEA</b>	Local Education Agency
<b>LRE</b>	Least Restrictive Environment
<b>MAIDPG</b>	Montana American Indian Dropout Prevention Grant
<b>MBI</b>	Montana Behavioral Initiative
<b>MCA</b>	Montana Code Annotated

<b>MPRRC</b>	Mountain Plains Regional Resource Center
<b>NCCREST</b>	National Center for Culturally Responsive Educational Systems
<b>NCES</b>	National Center for Education Statistics
<b>NCLB</b>	No Child Left Behind
<b>NCSEAM</b>	National Center Special Education Accountability Monitoring
<b>NECTAC</b>	National Early Childhood Technical Assistance Center
<b>NGA</b>	National Governors' Association
<b>OPI</b>	Office of Public Instruction
<b>OSEP</b>	Office of Special Education Programs
<b>PLUK</b>	Parents, Let's Unite for Kids
<b>PTI</b>	Parent Training Information
<b>RFP</b>	Request for Proposals
<b>RTI</b>	Response to Intervention
<b>SERIMS</b>	Special Education Records and Information Management System
<b>SIS</b>	Student Information System
<b>SPP</b>	State Performance Plan
<b>SWD</b>	Students with Disabilities
<b>TA</b>	Technical Assistance
<b>USC</b>	United States Code